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AUTHOR Atkinson, Marilyn; And Others
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ABSTRACT

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in the study of French, German, and Spanish. The materials are based on a travel course of the country in order to include most aspects of its culture, economy, and other areas. A list of career opportunities in foreign language and objectives of foreign language study are presented, and to emphasize cultural aspects, formats are suggested for a programed culture assimilator, culture capsule, and mini-drama. The French section (35 pages) includes: (1) a course entitled "A Visit to France," (2) the French monetary system, (3) forms of address, (4) vacationing in France, (5) recipes, and (6) cultural aspects of France with situational dramas. The German section (14 pages) includes: (1) a course on German sports, recreation, and leisure with sample lesson plans; (2) language study based on German sources; and (3) situational dramas. The Spanish section (154 pages) includes: (1) a list of cultural topics, (2) lesson plans, (3) recipes, (4) vocabulary words, (5) descriptions of religion, festivals, and education, (6) situational dramas, and (7) unit plans. A 29-page bibliography/resource guide is also included. (EC)

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CAREER EDUCATION

Learning with a Purpose

SECONDARY GUIDE - VOL. 3

- French
- German
- Spanish
- Field Trip Sites and Guest Speakers

CE006077

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CAREER EDUCATION PROJECT
STATE FAIR COMMUNITY COLLEGE
1900 Clarendon Road
Sedalia, Mo. 65301

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The following is a list of the contributors and the school district each is from.

Pettis County

R-V Hughesville:	Sarah Fricke
R-IV La Monte:	Suzi Bybee Siebert McDaniel Kay Byers Sparks
R-VI Smithton:	Nadine Moore Ruth Ann Walk
R-VIII Green Ridge:	Jack Chambers
#200 Sedalia:	Jewell Fowler John Meyer Jinny O'Donnell Jean Routszong Selvin Royal Skip Schulz Rosalie Smith Marjorie Uhr
Sacred Heart:	Diane Morarity Beth Phillips Rick Schreck Kathy Simones

Benton County

R-I Cole Camp:	Becky Schnakenberg William Smart
R-II Lincoln:	Larry Huffman
R-IX Warsaw:	Jim Armes Alan Meyer Terry Phillips Darrell Schulz

Saline County

Marshall:	Carl Collins Faye Edde Karen Hargrave Lavinia Lile Russ Whyte

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Lavinia Lile, foreign language teacher at Marshall High School, has compiled this resource bank of materials. Larry Huffman, who teaches Spanish at Lincoln High School, has contributed some individual activity suggestions which are included in the section on Spanish.

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FOREWORD

Career education at the secondary level strives to develop the relationship between academic studies and life outside of school, to help each student to personally identify a desired life role, and to make possible the preparation necessary for fulfilling that life role.

There is no set "career education program" to be adopted by all school systems. Rather career education is a concept to be adapted to the needs of each community, each school system.

Nowhere in this guide or in any of the others in this secondary level series is there a definition of career education. So many definitions have been developed that any individual can search for--and find--the one that suits his/her purposes. The activities, ideas, and suggestions herein do reflect the concept as it has been understood and implemented by the contributors.

Our goal in preparing and compiling these materials is to provide an idea bank. You as an educator can select those suggestions that could be easily integrated into your curriculum and enhance its value for your students.

Different contributors have approached this goal with various methods. Briefly stated activity suggestions comprise the bulk of the material. However, in some instances, complete unit or course outlines are included.

Please browse through the materials to find ideas that might be integrated with your on-going curriculum. The volumes in the series and the areas covered in each are as follows:

Volume I--Art
- English
- Industrial Art
- Physical Education
- Science

Volume II--Business
- Metrics
- Special Education

Volume III--Foreign Language
- French
- German
- Spanish

Volume IV--Home Economics

Volume V--Mathematics

Volume VI--Social Studies

Don't limit yourself to only one guide--you may find an idea from another discipline that you can use with only slight adjustments. We hope you enjoy the guide and would be happy to hear any comments you have on it.

Phyllis B. Stuerke
Secondary Specialist
Career Education Project
State Fair Community College
Sedalia, MO 65301

Definition: "Curriculum" - the chariot in which a Roman rode to run the "carraria" or race course. Hence, the plan by which one will run the course of life, including all aspects such as earning a living, plus cultural and aesthetic pursuits.

The philosophy guiding this presentation sprang from the fact that students seem to feel that teaching is the only career possible in foreign language. There also has existed an idea that foreign language study should be limited to the elite, those who are going to follow the high literary road. As the world grows smaller and people in all fields find themselves face to face with the problem of communication, these ideas of language study limitation are dying out. There are so many needs now for people with foreign language ability, either in definite careers such as translators or in related fields such as secretaries in the import business.

Since basic language texts are not primarily career-oriented, and since these texts are usually used for a period of at least five years, it is impossible to include specific career education material. The material here included was developed in conjunction with the ALM Revised Series published by Harcourt, Brace, Jovanovich for French and Spanish, but it is flexible enough to be used with any course. By making a large travel course to the country of the target language, it is possible to include all facets - food, money, art, etc. These could be used in entirety as a quarter or semester course or could be broken down into one-week mini-courses covering a single desired facet. These given here were developed with the use of the Pathescope-Berlitz Audio Visual. Language Series by Pathescope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, New York, but they could be used with any similar series.

A number of mini-courses have been included showing how a particular area could be covered. Texts also often include in the basic dialogue some reference to a culture difference. For example, the ALM Level I French series has a lesson which brings out the idea that a teenager's local phone calls increase the phone bill, thus leading to exploration of the idea of the French phone bill being set according to the number of calls made. Therefore, a number of culture capsules, culture assimilators, and mini-dramas have been included to show how these cultural ideas could be emphasized. Since it is impossible to foresee the demands on a language department, a number of sample teaching experiences have been included. For example, in the field of letter writing, the class may include those who have foreign pen pals, and it may include secretarial students who will need to know business letter forms.

In summary, it is hoped that this material could be integrated with any course, could be enlarged or cut down, but, especially, could serve as a guide for developing other course materials to teach whatever your group needs.

Career Opportunities in Foreign Language

Post High School - 4 years or more

- Service:
  - Diplomat
  - Curator
  - Missionary
- Business:
  - Clerical and Sales
  - Tour Conductor
  - Commercial Attache
  - Branch Manager Airways
- Science and Technology:
  - Translator of Technical Writings
  - Physician
  - Nurse
  - Engineer
  - Geologist
  - Archeologist
  - Architect
  - Pharmacist
- General Cultural:
  - College Language Teacher
  - Writer Foreign Language Paper
  - Foreign Correspondent
  - High School Language Teacher
  - Teacher of Foreign Language in Elementary and Junior High
- Arts and Entertainment:
  - Opera Singer
  - Critic
  - Actor
  - Art Historian

Post High School - 2 years or more

Service:
- Language Librarian
- Steward or Stewardess
- Receptionist

Business:
- Clerical and Sales
- Dealer, Foreign Books
- Secretary, Bilingual
- Travel Bureau Manager
- Foreign Service Worker
- Fashion Buyer

Science and Technology:
- Wireless Operator
- Researcher

General Cultural:
- Broadcaster

Arts and Entertainment:
- Art Collector

High School Graduate

Service:
- Interpreter
- Translator
- Customs Inspector
- Immigration Inspector
- Traveling Companion

Business:
- Clerical and Sales
- Foreign Clerk
- Foreign Collection Clerk
- Exporter
- Importer

Science and Technology:
- Policeman
- Taxi Driver

Non High School Graduate

Service:

Hotel worker

Business:

Clerical and Sales
Hotel Clerk
Armed Forces
Merchant Marine
Information Aide Courier

Objectives

1. To help students to explore career possibilities of foreign language study.
2. To help students to assimilate different cultural ideas and patterns.
3. To help students to link foreign language ability with other careers.
4. To encourage students other than the "honor" types to pursue the study of foreign language.
5. To help students to apply foreign language in many every-day occurrences such as letter writing, reading menus, passing through customs, etc.
6. Since it has been shown that many students fail in job opportunities because of personal relations, rather than from lack of ability, it is hoped that involvement in culture assimilators, culture capsules, mini-dramas, and other experiences will help the student to know how it feels to be French, Spanish, German, or whatever and to avoid unfortunate encounters.

SUGGESTED FORMAT FOR PROGRAMMED CULTURE ASSIMILATOR

(Vary to suit your needs)

TOPIC:

COORDINATES WITH TEXT: (If basic point of culture coordinates with a certain unit or piece of literature, cite title of text, author, and pages involved.)

INFORMATION PARAGRAPH: (Introduces the characters, sets the scene, and describes the situation which could lead to cross-cultural misunderstanding.)

ALTERNATIVE EXPLANATIONS FOR THE MISUNDERSTANDING: (List 4-5 choices, all of which should seem plausible at first glance.)

1.
2.
3.
4.
5.

DISCUSSION OF ALTERNATIVES: (The response to each choice should contain additional cultural information relative to the central point of culture.)

1. Sorry, but . . .
2. Although your choice is logical for an American, . . .
3. In some cultures, this would be a reasonable assumption, but . . .
4. Correct choice! The situation is (etc.)

SUGGESTED OUTLINE FOR CULTURE CAPSULE
(Vary to suit your needs)

TOPIC:

COORDINATES WITH TEXT: (If basic point of culture coordinates with a certain unit, piece of literature, or other material, cite title of text, author, and pages involved.)

OBJECTIVES:
1.
2.
3.

VISUALS OR REALIA NEEDED:

PRESENTATION OF INFORMATION:

STUDENT ACTIVITIES:

EVALUATION: (How determine the students have made the link between language and socio-cultural content?)

SUGGESTED FORMAT FOR MINI-DRAMA

(Vary to suit your needs. This is only one type of mini-drama.)

TITLE:

COORDINATES WITH TEXT: (If drama coordinates with a unit, piece of literature, or other material, cite title of text, author, and pages involved.)

SETTING:

CHARACTERS:

SCRIPT: (Depicts a scene in which cultural misunderstanding leads to confusion or hostility. The script brings the actors to a moment of peak frustration and then stops.)

POINTS FOR DISCUSSION: (List the cultural points which are illustrated by the drama and should be brought out in the discussion which follows the presentation.)

1.
2.
3.
4.

EVALUATION SHEET

Dialog Characters

Pronunciation:

Individual Interpretation:

Group Interaction:

Final Evaluation:

FRENCH

I. Course title - Une Visite en France

II. Course description

A. General Description
A visit to France to become acquainted with various means of travel, time, luggage and clothing, hotels, money, foods and restaurants, shops, professions and trades, sightseeing, entertainment, personal services such as a barber shop or beauty shop, public services such as the post office, dating and marriage customs -- in short what it's like to be French and live in France. A supplement for any text.
The course will consist of 40 lessons which could be used consecutively with a story thread to tie it together or each group of five lessons could be a mini-course stressing culture and could be used separately.

B. Prerequisites--best for third semester level
The entire program would be French. If broken into mini-courses, I and II could be used in Level I at the end of first quarter, III and IV at the end of second quarter, V and VI at the end of third quarter, and VII and VIII at the end of fourth quarter. This depends on the students. Suitable for any high school level. Each lesson must be mastered before going on to the next.

C. Scheduling
The entire course would cover one quarter. Each mini-course would take one to two weeks depending on level where used.

D. Credit
A quarter mark based on a test for each mini-course, a final test over all, plus participation in French conversation, a written composition in French on the entire story, and a project in relation to one of the main phases, such as food, menus, ordering meals etc.

III. Objectives
General—increased knowledge of French, France, and the French people. Cultural—an impression of the importance of language as a medium for establishing cordial relations between people, emphasis on French courtesy and manners, and a knowledge of the general tempo of French life. Linguistic—improvement of skills and knowledge in speaking and writing, use of idioms, and especially how to say it in French. Geographic-an improved knowledge of the geography of France from the great Orly airport to the provincial countryside with special attention to scenic and historic landmarks.

IV. Content

I. 1. En Avion
2. L'arrivée
3. Bagages et Vêtements
4. En Taxi à Paris
5. Les Heures, Les Jours et Les Mois

II. 6. À l'Hôtel
7. La Chambre d'Hotel
8. Chez la Fleuriste
9. Au restaurant
10. Les coleurs, Les Repas, Les Fleurs
11. Une Visite
12. Au Bureau
13. Une Exhibition de Parfum
14. Une Visite du Medecin
15. Le Bois de Boulogne
16. Au Marché
17. Une visite à Versailles
18. A la Terrasse d'un Café
19. Au Cinéma
20. Une Boîte de Nuit
21. Une Consultation Juridique
22. Un Voyage Par Train
23. Chez le Coiffeur
24. Le Magasin
25. Les Professions
26. Soavenirs de l'école
27. La Poste
28. Une Petite Conversation
29. Un Accident de Voiture
30. À l'Hôpital
31. Aux Courses
32. Une Lettre
33. Une Demande de Mariage
34. Le Bijoutier et La Librairie
35. Le Vie Militaire
36. Maison à Louer
37. Au Banc
38. Au Musée
39. Le Mariage
40. En Bateau

V. Learning Strategy

A. Pre-test - not applicable in this case beyond conversational questions such as:

1. Qu'est-ce que vous savez de France du peuple, de la géographie de France, des coutumes francaises?

2. Qu'est-ce qu'on peut faire en France pour s'amuser?

3. La Tour Eiffel, Versailles, Les Champs-Elysées, La Seine - qu'est-ce que c'est que ça?

4. Est-ce que vous êtes jamais allé en France. Alors, allons-y!

B. Conditions of learning - any classroom situation with much realia for interest.

C. Learning activities - listening, seeing, participation in conversation, testing, writing, working of projects. Each day, keep a list of places visited.

D. Functions of components - to stimulate interest, improve pronunciation, improve knowledge of France and the French people, stimulate a feeling of rapport with these people, improve comprehension, improve written expression, give a measure of success and a feeling of being there.

VI. Learning components

A. Commercial materials
Pathescope Berlitz Audio-Visual Language Series in French with French scripts and word lists.

B. Teacher prepared materials

1. Questions
2. Tests
3. Check lists

C. Community resources

1. Copy of a Versailles table in the Marshall Inn
2. Replica of the Statue of Liberty, a gift from France in Indian Foothills Park
3. Many people who have visited France and have slides
4. Much French culture as evidenced by such names as Chevalier, DuBois, etc.

D. Equipment

1. Slide projector
2. Tape recorder
3. Opaque projector
4. Screen

E. Realia

1. Tourist maps of France
2. Collection of French money with old and new francs and values thereof.
3. Passport, embarkation and disembarkation cards

4. Tickets to French plays, movies, operas, museums, etc. Also programs.
5. Postcards of French scenes.
6. Books pertaining to Versailles, Le Louvre, etc.
7. Menus from French restaurants
8. French flag
9. Pieces of French art, china, etc.

VII. Resources

A. Bibliography

1. Modern Language Testing, Rebecca Valette, Harcourt, Brace, Jovanovich, Chicago 1967.
2. French Review, May 1972, Individualized Teaching.
3. Preparing Instructional Objectives, Robert Mager, Teardon Publishers, California, 1962.
4. The Britannica Review of Foreign Language Education, Vols. 1 and 2.

B. Films
Pathescope-Berlitz Audio-Lingual Series in French.

C. Records- French Song.

D. Tapes-
Pathescope-Berlitz Audio Lingual Series in French.

E. Realia-already listed under VI.

Daily procedure for each lesson

1. The preceding day, outline the story of five lessons, give check lists for five lessons, vocabulary lists for five lessons, and French scripts for five lessons for study and go through check list with student.
2. Go through French script of one lesson for meaning.
3. Go through vocabulary list of one lesson for meaning.
4. The next day, begin first lesson by showing the filmstrip accompanied by sound; students look and listen silently.
5. Then show filmstrip again with sound with students repeating phrases orally in unison.
6. Now refer to French script and vocabulary list and try to clear up difficulties.
7. Now have a question and answer period in French concerning the filmstrip.
(It is sometimes a good switch to let the students ask the teacher or each other the questions.)
8. The next day review seeing and hearing first film and questions and answers and go on to next.
9. Use mini-course test after each 5 lessons and big test at the end of 40 lessons.

Checklist for Students -- lessons 1 through 5
(a similar one will be used for each 5 lessons)

Linguistic knowledge and skills

Lesson 1

1. Avoir and être, present tense
2. Formaion of plurals
3. Formation of contractions
4. How to ask questions
5. Gender: importance in French: the masculine and feminine: articles
6. Negation

Lesson 2

1. Verb parler
2. Imperative
3. Irregular verb aller
4. Expressing "does" or "do"
5. Correlation of verb endings and subject

Lesson 3

1. Possessive adjectives
2. Partitive constructions
3. Construction of prepositions with articles
4. Use of double negatives

Lesson 4

1. Imperative
2. Irregular verb venir
3. The verb prendre
4. Formation of the infinitive
5. Use of preposition a
6. Use of pronouns after être
7. Personal pronouns as direct object

Lesson 5

1. Expressing time in hours and minutes
2. Using names of days of the week and months of the year
3. Verb finir

Idiomatic words and phrases

Lesson I

1. C'est - it is
2. Ce n'est pas - it is not
3. N'est-ce pas? - Is it not so? Don't you think so? Isn't that right?
4. Est-ce? - Is it?

Lesson II

1. Il y a - There is or There are.

2. Y a-t-il? Est-ce qu'il y a ? -- interrogative
3. Il n'y a pas -- negative

Lesson III
1. Coup de téléphone - a telephone call (not a blow on the telephone).

Pronunciation

Lesson I
1. Important vowel sounds - are, eau, ou, ei, eu
2. Sound of final d and t when following word begins with a vowel.

Lesson II
1. Silent h
2. Elision - use of apostrophe to indicate dropping of final vowel of articles le and la and negative ne when followed by word beginning with a vowel.
3. Pronunciation of c with and without cedilla.

Lesson III
1. Mute final ent of third person plural verbs
2. Mute e

Lesson IV
1. Final consonants s, t, z, n, r, and d when followed by a vowel
2. Use of masculine form instead of feminine ma or sa when following word begins with a vowel, no matter what the gender.

Lesson V
1. Precision in pronunciation of days, months, seasons, and in telling time.

Each day keep a list of places visited, important landmarks, and important things seen.

Sample questions for use following viewing of film.
(a similar list used for each)

Lesson I

1. Qui voyez-vous?
2. Est-elle debout?
3. Est-il debout?
4. Ou sont-ils?
5. Ou va l'avion?
6. Que voit-il?
7. Comment s'appelle ce fleuve?
8. Comment s'appelle cette tour?
9. Quelle est cette ville?
10. Ou l'avion atterit-il?

Lesson II

1. Où est M. Bertin?
2. Comment est-il habillé?
3. Que, tient l'inspecteur
4. Où est la valise de M. Bertin?
5. Est-elle ouverte ou fermée?
6. Qui voyez-vous
7. Où sont-ils?
8. Que dit l'inspecteur?
9. Où va M. Bertin?
10. Où est son chapeau?

Lesson III

1. Est-ce que cette grande valise est ouverte?
2. Qu'est-ce qu'il y a dans la valise fermée?
3. Est-ce que la petite valise est ouverte?
4. Que demande l'inspecteur?
5. Quels articles de toilette voyez-vous?
6. Est-ce que le douanier est a droite?
7. Qui est a gauche?
8. Est-ce que M. Bertin transporte ces articles dans sa grande valise?

Lesson IV

1. Qui voyez-vous?
2. Où est M. Bertin?
3. Est-ce Mlle. Simonet?
4. Est-ce M. Bertin?
5. Pourquoi est-elle là?
6. Où conduit-elle M. Bertin?
7. Qui porte la grande valise?
8. Qui porte la petite valise?
9. Où sont les autres?
10. Qui monte le premier dans le taxi?
11. Est-ce chauffeur sait ou est l'hotel Crillon?

Lesson V

1. Combien de jours y a-t-il dans une semaine?
2. Nommez les sept jours de la semaine.
3. Combien de joursly a-t-il au mois d'août?
4. Quel jour est-ce aujourd'hui?
5. Combien de mois y a-t-il dans l'annee?
6. Nommez les douze mois de l'annee.
7. Nommez les mois de printemps.
8. Nommez les mois d' été.
9. Nommez les mois d' automme.
10. Nommez les mois d'hiver.

Student Vocabulary List

Lesson I

admirable
l'allumette, f.
l'avion, m.
avoir
les bagages, m. pl.
le billet
la cathédrale
certainement
comment
le compartiment
debout
la déclaration
la douane
en ordre
être
exact
fatigué
français
habitué à
l'heure, f.
l'inspection, f.
loin
long
la minute
le passager
le plaisir
parfaitement
précis
près de
la question
rapide
le renseignement
le travail
toujours
très
la valise
la ville
le voyage

Lesson II

les affaires, f. pl.
americain
annoncer
l'arrivée, f.
arriver
asseyez-vous
l'attention, f.
avec
bien
le citoyen
le contrôle
d'abord
descendre
la droite
l'explication, f.
la gauche
le haut-parleur
l'hôtel, m.
l'inspecteur, m.
longtemps
le mère
le mois
la nationalité
le nom
l'origine, f.
parler
pas encore
le passeport
passer
le père
plusieurs
la réponse
rester
la semaine
seulement
la sortie
très bien
les vacances, f. pl.
l'ami, m.
l'amie, f.
l'article, m.
l'argent, m.
assez
aussi
autre
la brosse
le cadeau
le carnet
le chapeau
le chasseur
la chemise
le chèque
le complet
la cravate
dire
étranger
faire
fermer
finir
le livre
la monnaie
naturellement

Student Vocabulary List

ouvrir
la paire
le paquet
le peigne
le rasoir
le savon
les vêtements, m. pl.
vite

Lesson IV

aider
l'associé, m.
attendre
le boulevard
le bureau
le chauffeur
la chambre
connaître
deja
ensemble
envoyer
l'excuse, f.
intéressant
la jeune fille
libre
mal
le malentendu
mettre
occupé
parce que
parfait
parler
poli
le pont
porter
le porteur
le pourboire
prendre
reconnaissant
saluer
la secrétaire
le secrétaire
sortir
le taxi
tout de suite
venir
la voix
le voyageur

Lesson V

janvier
fevrier
mars
avril
mai
juin
juillet
août
octobre
novembre
décembre
dimanche
lundi
mardi
mercredi
jeudi
vendredi
samedi
le printemps
l'été, m.
l'automne, m.
l'hiver, m.

Test On 1st MINI-COURSE
First 5 lessons
100 Points

I. COMPREHENSION

. Comment M. Bertin va-t-il à Paris?
2. Qui est son ami à Paris?
3. L'ami est-ce qu'il est venu a l'aeroport?
4. Qui est Mlle Simonet?
5. Pourquoi est-elle venue a l'aeroport?
6. M. Bertin, ou va-t-il pour chercher ses valises?
7. Comment s'appelle l'hôtel de M. Bertin?
8. Est-ce que M. Bertin parle bien le français?'
9. Pourquoi oui ou pourquoi non?
10. Combien de jours y a-t-il dans une semaine?

II. PRONUNCIATION

Write these words, placing the definite article le, la, l' , or les correctly before each.

1. ____________avion
2. ____________heures
3. ____________jour
4. ____________heure
5. ____________taxi
6. ____________semaine
7. ____________malentendu
8. ____________voyageur
9. ____________mois (singular)
10. ____________mois (plural)

III. GRAMMAR

Use the correct possessive adjective.

1. M. Bertin a ______________valise.
2. Je vais passer ___________vacances en France.
3. ____________chemise est là. (de M. Bertin)
4. ____________amie n'est pas ici. (my)
5. Mlle. Simonet est ____________secrétaire. (de M. DuBois)
6. Il a fait ___________réponse.
7. Le voyageur a ______________argent.
8. Pierre, est-ce que tu as ____________billet?
9. Nous avons reçu ______________billets.
10. Est-ce que vous avez reçu ____________paquets?

IV. Use the correct present or infinitve form of the verb indicated in parentheses.

1. Nous ____________en France. (aller)
2. Je ___________français maintenant. (parler)
3. Je ne ___________pas en France aujourd'hui. (etre)
4. Henri _________en France. (etre)
5. Je vais _________en France en juillet. (aller)
6. Anne et moi, nous _____________bien le français. (parler)
7. Ils__________________chercher les billets. (aller)
8. Jean et Henri ________________les valises. (avoir)
9. Tu__________________très vite. (parler)
10. Tu___________________à la classe. (être)

V. Rewrite these sentences in the negative construction.

1. Il est ici.

2. Ils ont les billets.

3. Il y a beaucoup de livres ici.

4. Mes livres sont chez moi.

5. M. Bertin va en taxi.

6. Les vêtements sont dans la valise.

7. Le dounaier parle anglais.

8. Le passeport est en regle.

9. Les cartes sont sûr le mur.

10. M. Bertin a une allumette.

VI. Write correctly in French.

1. Les jours de la semaine:
    1.
    2.
    3.
    4.
    5.
    6.
    7.

2. Les mois de l'année:
    1.
    2.

3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

3. Les saisons d'année:
1.
2.
3.
4.

Répondez en francais:

1. A quelle heure commence cette classe?

2. A quelle heure termine cette classe?

3. A quelle heure commence notre jour scolaire a Marshall High School?

4. A quelle heure finit notre jour scolaire a Marshall High School?

5. A quelle heure commence la troisième classe a Marshall High School?

6. A quelle heure commence la cinquième heure a Marshall High School?

7. A quelles heures serve-t-on le déjeuner a Marshall High School?

Une Dictee

1. Ce nest pas la Seine.

2. L'avion ne descend pas tout de suite.

3. Je suis en voyage d'affaires.

4. Ouvrez cette grande valise, s'il vous plaît.

5. A Paris tous les chemins sont intéressants.

I. PROJECT TITLE: L'argent français

II. PROJECT DESCRIPTION:

A four or five day unit designed to acquaint the French student with the French monetary system. The project is for advanced Level I or Level II French classes.

III. OBJECTIVES:

A. Students will be able to change American currency into French money.

B. Students will learn the vocabulary and idiomatic expressions associated with the use of money in France.

C. Students will practice using French money and phrases in the game "Au super-marché."

D. The project is first used with grocery items. Later, the type of store can be changed and thus the student learns more and varied vocabulary.

IV. CONTENT, MATERIALS, AND LEARNING ACTIVITIES

A. Early in the term students should begin to collect boxes, cartons, bottles, jars and old articles to stock "notre super-marché."

B. Day 1 of the project

1. Begin by showing the French coins and bills and explaining them. Sample coins and bills would be most helpful. Diagrams could be made on transparencies or a poster. A similar hand-out should be given to each student.

2. The rate of exchange should be explained next. Each student should be given a worksheet to compute the value of French money in American terms.

3. For homework each student is to make three of each coin and bill out of cardboard, paper and foil to use in "Au super-marché."

C. Day 2 of the project

1. Introduce the game "Au super-marché" as the shopping situation the students will create. They have collected the merchandise and made their money. Now each one must learn "les phrases utiles."

2. The French phrases concerning the use of money will be introduced by flash cards. Each student will have a hand-out of all the phrases. These phrases will vary, of course, with the type of store being used. The ditto could be given to the students on Day 1 for more practice time.

3. The better students who master the phrases quickly can be assigned to find the French name for each article in the store.

4. The homework will be to learn the French phrases.

D. Day 3 of the project

1. Continued practice with "les phrases utiles." Possible short dialogues could be tried in groups.

2. The articles in the store must now be priced in French terms. A few items could be priced by the whole class and the remainder divided among groups for more individual work on changing money.

3. Each student is then to go home and price 10 articles in American and French money for homework.

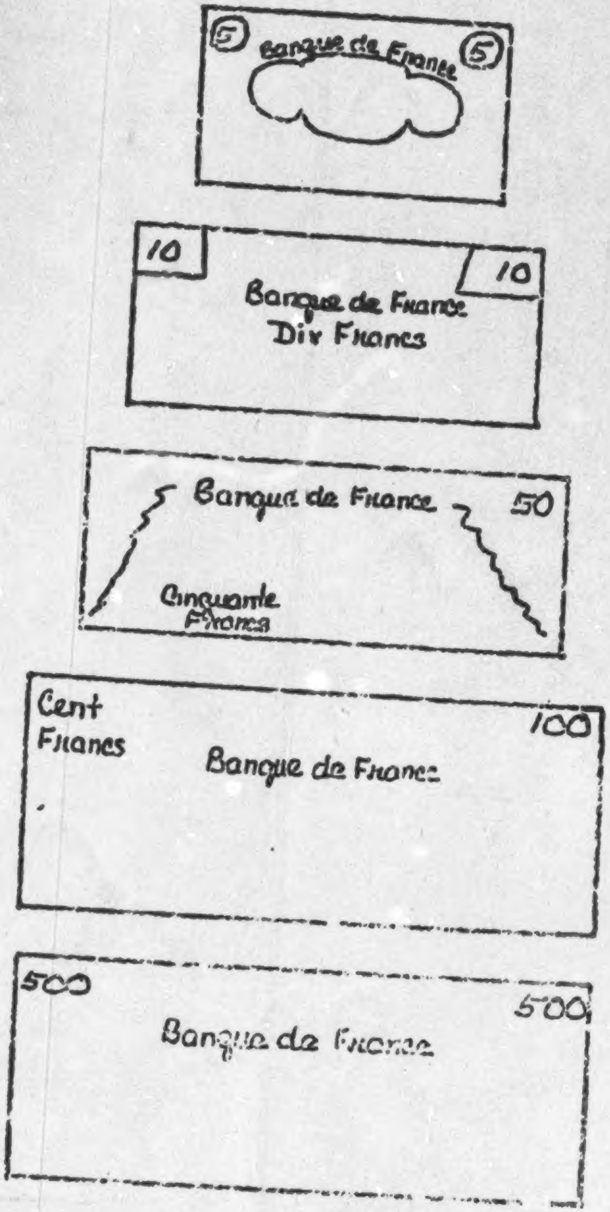
E. Day 4 of the project

1. The "super-marché" is opened for business. Each student has a chance to be "le merchand" as well as a buyer.

2. Each student will be evaluated upon his performance in the store and the amount of effort exerted on the project.

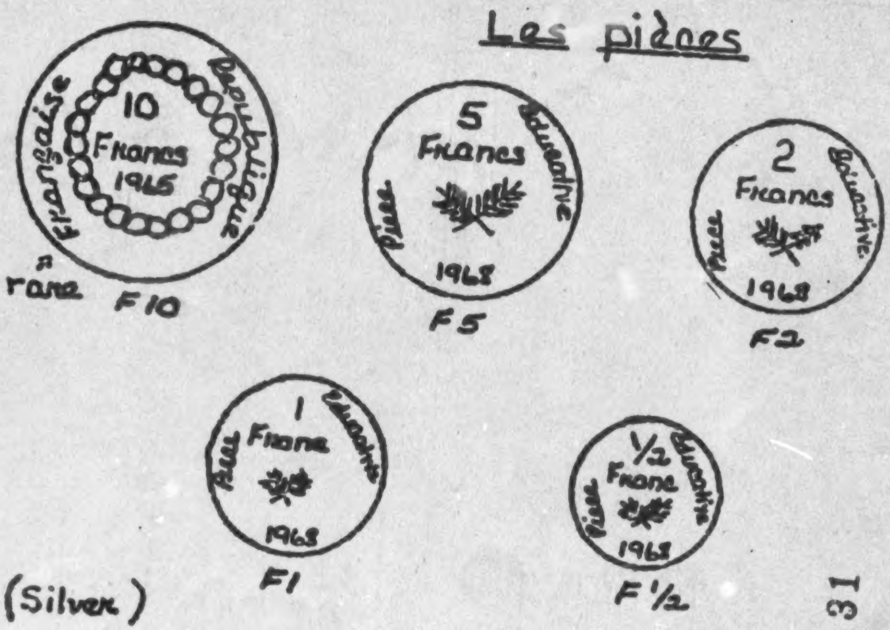
L'argent français

Les billets



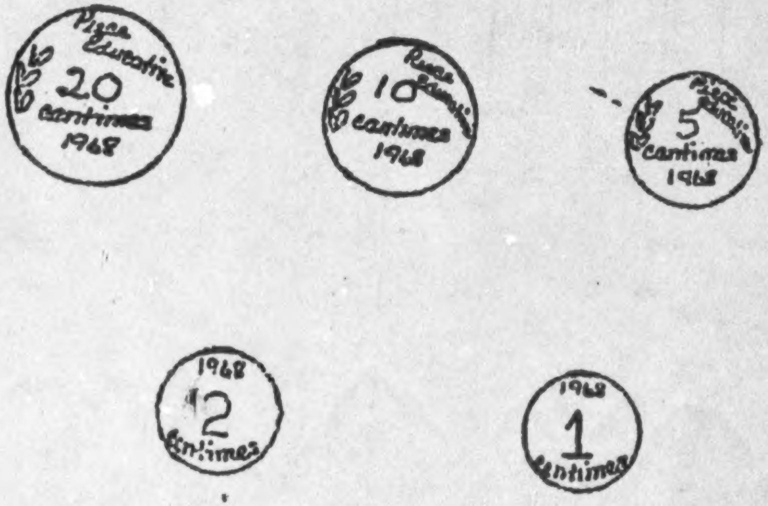
5
Banque de France
5
10
10
Banque de France
Dix Francs
Banque de France
50
Cinquante
Francs
Cent
Francs
100
Banque de France
500
500
Banque de France

Les pièces



10
Francs
1965
Française
République
rare
F10
5
Francs
Pièce
Educative
1968
F5
2
Francs
Pièce
Educative
1968
F2
1
Franc
Pièce
Educative
1968
F1
1/2
Franc
Pièce
Educative
1968
F 1/2

(Silver)



Pièce
Educative
20
centimes
1968
Pièce
Educative
10
centimes
1968
Pièce
Educative
5
centimes
1968
1968
2
centimes
1968
1
centimes

50 centimes pièce est rare.

(copper)

LE COURS DU DOLLAR
(RATE OF EXCHANGE OF THE DOLLAR)

Le france est l'unité monetaire sur laquelle l'économie française est basée. Un dollar américain vaut à peu près 5 francs. (This depends on the world market and the price of gold. 4.85 Francs = $1 5-72) Le france vaut 100 centimes. La monnaie française utilise des billets et des pièces de toutes valeurs. (denominations.)

F 5 = $1.00

Exercise: Changez l'argent francais aux dollars américains selon ce cours du dollar.

$

Les billets:

F 10 = ________

F 50 = ________

F 100 = ________

F 500 = ________

Les pièces:

F 10 = ________

F 5 = ________

F 2 = ________

F 1 = ________

F ½ = ________

1 centime = ____________

2 centimes = ____________

5 centimes = ____________

10 centimes = ____________

20 centimes = ____________

50 centimes = ____________

COMPLETEZ CETTE TABLE DE L'ARGENT FRANCAIS ET AMERICAIN:

F 1 =================$.
20 cm =================$.
F 10 =================$.
40 cm =================$.
F 15 =================$.
F 25 =================$.
10 cm =================$.
F 10,50 =================$.
F 30,50 =================$.
F 200,85================$.

$ 11.25 =================
$ .50 =================
$ 2.20 =================
$ 64.00 =================
$ 9.75 =================
$ 22.00 =================
$ .39 =================
$ 1.98 =================
$199.95 =================
$ 19.45 =================

DES PHRASES UTILES

A. A LA BANQUE

1. l'argent
2. le billet
3. la pièce
4. la monnaie
5. Où est la banque la plus proche?
6. Me changerez-vous ce chèque?
7. Acceptez-vous les chèques de voyageurs?
8. Je veux changer de l'argent.
9. Je veux changer dix dollars.
10. Quel est le cours du dollar?
11. Donnez-moi de la petite monnaie, s'il vous plaît.
12. Voici votre monnaie.

B. ALLER AUX PROVISIONS

1. Je voudrais aller faire des achats.
2. A quelle heure ouvre-t-on les magasins?
3. Où y a-t-il un grand magasin?
4. Puis-je vous servir?
5. Que desirez-vous?
6. Avez-vous des poires?
7. Je voudrais (acheter) un crayon.
8. Combien coûte-t-il?
9. C'est trop cher.
10. C'est bon marché.
11. J'aime celui-ci.
12. Je predrai celui-ci.
13. Vente.

14. En vente.

15. Solde.

16. Combien en voulez-vous?

17. Quelque chose d'autre?

18. Non, merci, Ç'est tout.

19. Çe sera dix francs.

20. Celui-ci coute plus que celui-là.

21. Vous ne m'avez pas donné assez de monnaie.

22. Vous me devez cinq francs vingt.

23. Je n'ai pas assez d'argent.

FORMULES DE CORRESPONDANCE

I. Addressing a man:

A. Heading--The heading varies according to the degree of social relationship between correspondents.

1. Monsieur; Cher Monsieur; Cher Monsieur et ami; Cher ami. One never says: Mon cher Monsieur. One must also avoid saying: Cher Monsieur Dupont, etc.

2. Monsieur; Mon cher Docteur (Maître for lawyers); Cher Docteur et ami; Mon cher Confrère (entre docteurs et avocats).

3. Monsieur le Président (le Ministre, le Sénateur, le Directeur, etc.)

B. Endings--The same words that have been used in the heading are always repeated in the ending. The most usual form in the order of the degree of social relationship between correspondents are these:

1. Je vous prie d'agréer, Monsieur, l'expression de mes sentiments respectueux.

2. Recevez, Monsieur, l'assurance de ma considération la plus distinguée (de mes sentiments les plus distingués).

II. En s'adressant a une femme:

A. En-tête

Madame; Chère Madame; Chère Madame et amie; Chère amie. On ne dit jamais; Chère Madame Dupont, etc.

B. Formules finales

1. Je vous prie d'agréer, ..., mes hommages les plus respectueux.

2. Je vous prie d'agréer, ..., avec mes hommages l'expression de ma plus respectueuse sympathie.

A un degré plus intime, le coeur dictera la formule.

Commercial Correspondence

Lyon, le 10 janvier 19--
Messieurs Lenoir, Leblanc et Cie

Messieurs,

Je vous prie de m'expédier le plus tôt possible par express les articles suivants: ...

Homework for Ecouter et Parler (Holt, Rinehart and Winston), dialogue 1, p. 2. H. L. Nostrand, revised Dec. 1969.

1. What words are used for greetings in this dialogue?

   Bonjour, line 1; Bonsoir, line 2.

2. What word(s) for saying good-bye?

   Au revoir, line 20.

3. Are these words ever used all by themselves?

   No.

4. What words are used with them?

   Monsieur, Madame, André, Mademoiselle.

5. In most situations, French people consider you "mal élevé" (badly brought up) if you say Bonjour or Au revoir without the term of address: it is part of their idea of politeness that you greet or take leave of each person individually, calling him by name (if you have that intimate a relation with him) or by title. Is it bad manners in English to say Hello, How do you do, or Goodbye, without adding a term of address?

   No. (Nor in German, nor in Spanish, nor many other languages. So this custom is "specific to" French culture. But there it is important.)

6. Do the French add the family name after Monsieur, Madame, or Mademoiselle?

   No. (Actually, they do this only to a social inferior. An equal or a superior they treat as though, for the moment, he or she were the only Monsieur or Madame or Mademoiselle to be treated with this respect. A possible explanation is that in the Middle Ages, when the French language and politeness were forming, it would have been impudent to say "Monsieur Lebrun" to your feudal overlord, implying that you had more than one such loyalty!)

7. Can we prove that this is the true explanation?

   No. (After all, the same feudal usage did not survive in other languages.) Any present-day pattern owes its existence to so many past conditions that we cannot trace its causes as surely as we can describe its present form. Yet it is fun to speculate about explanations, and the fun often produces discoveries.

LES GRANDES VACANCES

En France, tous les ans, à la fin de l'année scolaire, au seuil de l'été, on assiste à une véritable mobilisation du pays: départs massifs des citadins par vagues successives (ler juillet, 14 juillet du 15 aout), trains doublés ou triplés, files de voitures sur les routes, déploiemant des services de sécurité routière. Des millions de touristes étrangers débarquent ou passent les frontières. Sur le plages, dans les villes d'eau et les stations de montagne, les hôtels affichent "complet."

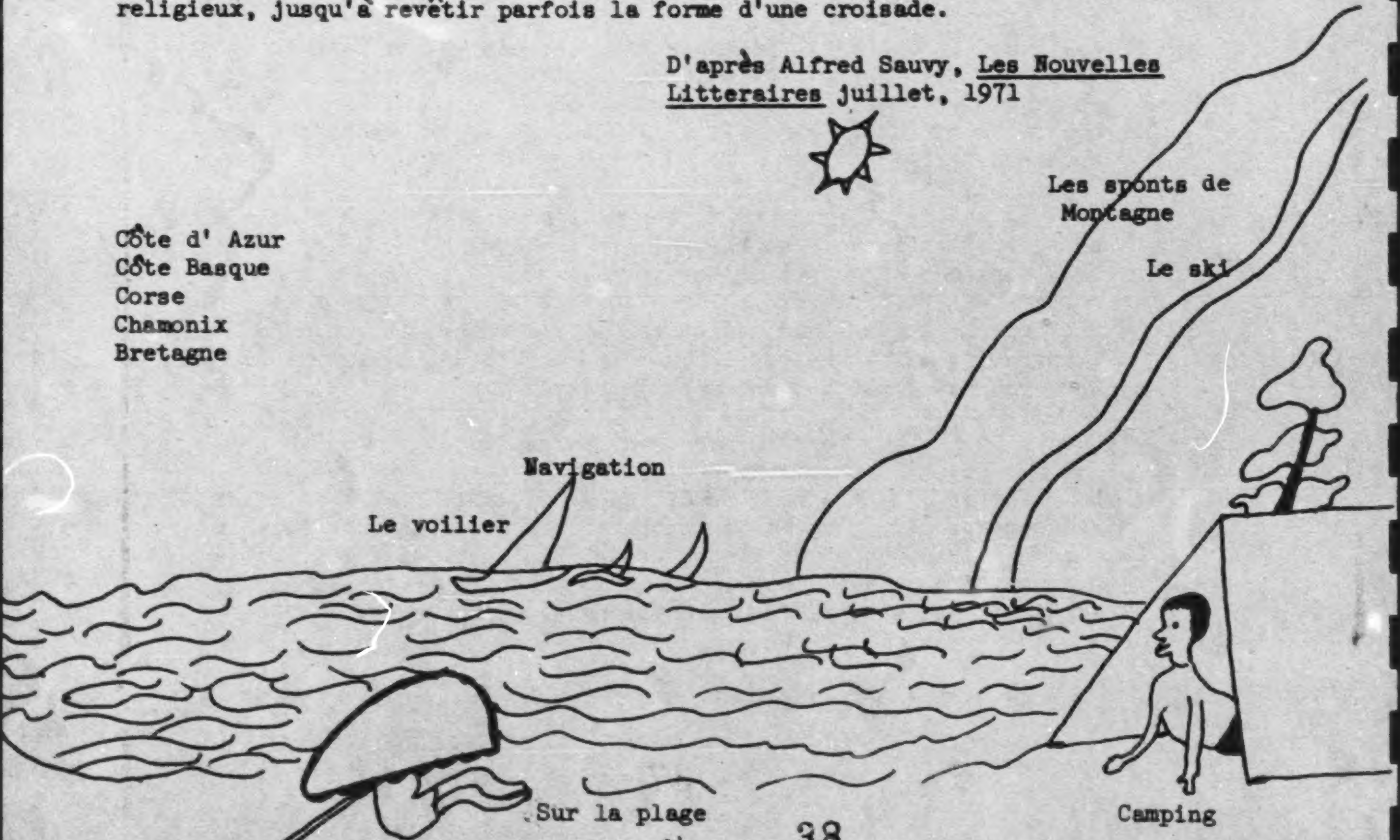
D'apres Guide Francé

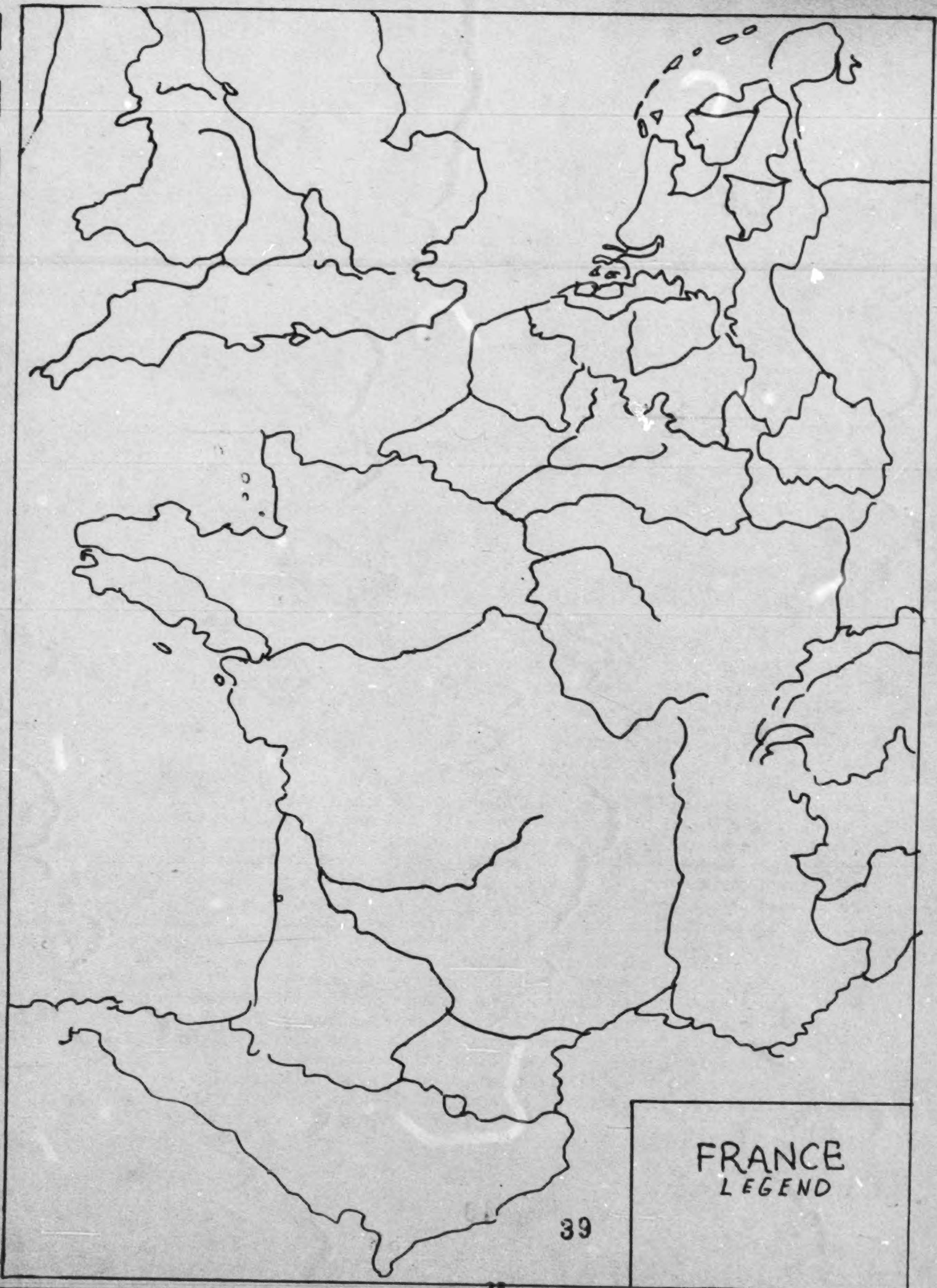
Depuis les congés payés de 1936, les vacances sont devenues un des droits imprescriptibles de l'homme. En 1789, une des joies essentielles du peuple enlevant la Bastille fut de conquérir le droit de chasse. Aujourd'hui, nous partons en vacances avec l'ivresse de la conquête d'une nouvelle Bastille. Car il y a de l'ivresse, plus que de la raison, dans ce départ. Aujourd'hui, la Marseillaise, le groupe de Rude à L'Arc de triomphe de Paris, représenterait non plus la lavée en masse pour la défense de la patrie mais notre départ en vacances. Toutes les classes, tous les âges mêlés.

D'après Paul Guth, Les Nouvelles Litteraires, juillet, 1971

La chanson "Vive les vacances à bas la rentree...." En France, plus encore que dans les autres pays, les vacances sont devenues non une habitude, mais une institution. Ces départs massifs ont pris un caractère rituel, presque religieux, jusqu'à revêtir parfois la forme d'une croisade.

D'après Alfred Sauvy, Les Nouvelles Litteraires juillet, 1971




FRANCE
LEGEND

RECETTES

Escargots (snail)

Drain a can of 24 snails.
Cream together 1/2 lb. soft butter,
1 tblsp. finely chopped shallots
or scallion,
1 teaspoon finely chopped garlic,
2 tblsp. finely chopped fresh parsley,
salt and pepper.

Put some of the mixture into each shell,
insert the snails and the rest of the mixture.
Place the shells in pans and bake in a 450 oven
for 10 minutes or until the butter sizzles.

Crepes Suzette

Crepes

1 1/4 cups all-purpose flour
3 tblsp. sugar
4 eggs
1 3/4 cups milk
1/4 cup Grand Marnier, Cointreau or
other orange-flavored liqueur
2 tblsp. unsalted butter,
melted and cooled, plus 6
tblsp. melted clarified butter

Sauce Suzette

6 lg. sugar cubes
1 large lemon
1-2 lg. juice oranges
1/4 lb. unsalted butter
1 tblsp. sugar
1/4 cup Grand Marnier
2 tblsp. dark rum

Crepes: To make the batter with an electric blender, combine the flour, 3 tblsp. sugar, eggs, milk, 1/4 cup Grand Marnier and 2 tblsp. melted, cooled butter in the blender jar. Blend at high speed for a few seconds. Turn off the machine, scrape down the sides of the jar with a rubber spatula and then blend again for about 30-40 seconds. Cover and refrigerate the batter for at least two hours before using it.

Sauce Suzette: One at a time infuse 3 of the sugar cubes with lemon oil by pressing and rubbing them into the surface of the lemon, turning each cube about to coat it on all sides. Similarly, infuse 3 sugar cubes with orange oil. Set the lemon aside for another use, but squeeze the orange. Strain the juice into a measuring cup; there should be 1/2 cup, if necessary squeeze another orange. Drop the 6 flavored sugar cubes into the orange juice and mash and stir until they dissolve completely. Set aside at room temperature.

In a deep bowl, cream the 1 lb. of softened butter with 1 tblsp. of sugar, beating and mashing them together against the sides of the bowl until the mixture is light and smooth. Cover the bowl tightly with plastic wrap and refrigerate until it is ready to use.

CULTURE ASSIMILATOR
(cours avancés)

Gertrude Garson, Américaine, dans la quarantaine, mariée et mère de trois enfants, rend visite à des amis francais dans la banlieue de Paris. Mme. Garson est rédactrice-en-chef d'une revue à New York et son mari est contremaître dans un usine. Elle est venu en France pour étudier la condition féminine en vue d'écrire un article pour sa revue.

Monsieur et Madame Dumoncel ont 4 enfants et habitent un apartement dans un HLM. M. Dumoncel est contremaître chez Vespa et gagne 1,050 F. par mois. Madame Dumoncel ne travaille pas.

Un soir après le dîner les deux femmes s'entretiennent au sujet du travail de la femme. Mme. Dumoncel raconte tout ce qu'elle a fait pendant la journée...une journée qui a commencé à 6 heures et se terminera ce soir même vers minuit. A la fin de la semaine elle aura consacré 80 heures aux soins de sa famille. M. Dumoncel remarque que c'ect "normal." Puis il ajoute: Le travail a l'usine c'est fatiguant, ce n'est pas fait pour les femmes et puis lè travail donne plus d'indépendance à la femme et je n'aime pas tellement ca. D'ailleurs, c'est l'homme qui doit faire bouillir la marmite.

Mme. Garson trouve qu'il a l'esprit très étroit et fermé et elle se dit qu'il a vraiment les idées du 19ième siècle.

Qu'est-ce qui explique plus ou moins l'attitude de Monsieur Dummocel?

a) M. Dumoncel se rend compte de ses responsabilités envers sa femme et ses enfants.

b) Mme. Dumoncel croit usurper un rôle masculin.

c) M. Dumoncel n'est pas sensible aux besoins d'épanouissement de sa femme.

a) M. Dumoncel estime que c'est son devoir et son obligation de prévoir aux besoins de sa famille. El doit protéger et augmenter le bien-être du foyer. Il se sent déchoir s'il ne peut satisfaire aux exigences matérielles de sa femme. Sa femme joue un rôle important dans la famille car c'est elle qui dirige le foyer, qui le fait fonctionner, qui donne au foyer son esprit. L'homme en est peut-être le roi mais c'est la femme qui exerce le pouvoir dans la famille.

b) La femme française, inconsciemment perturbée de ne plus répondre à l'image que l'homme a de la féminité, se culpabilise. Si elle travaille, elle est gênée si elle gagne davantage que son mari. Ce n'est pas seulement que la femme préfère un mari haut placé mais qu'elle ne veut pas d'un mari inférieur.

c) Quoique ceci puisse être vrai, M. Dumoncel...lui...croit sincèrement que l'entente est meilleure dans le couple quand la femme reste au foyer. Il se peut qu'il oublie que la ménagère peut être menacée de surménage mais pour lui ce n'est pas parce qu'il est sans coeur...c'est seulement parce qui c'est son rôle (à elle) traditionnel

LITTÉRATURE // CULTURE

(cours avancés)

Vous êtes en train d'étudier le roman de François Mauriac Thérèse Desqueyroux, par exemple; vous pouvez en faire une étude de culture.

1. Vous choisissez un extrait du roman; par exemple celui où Thérèse doit se soumettre à la volonté de son mari.

2. Les étudiants, en équipe, en tirent un dialogue (c-à-d, qu'ils créent un dialogue) entre Thérèse et Bernard.

3. Les étudiants jugent et choisissent le meilleur; ils le présentent.

4. Les étudiants se divisent en équipe avec un "leader" pour chaque équipe.

    a) Chaque équipe examine les aspects culturels du dialogue (le language, ce qui les ont frappé, ce qu'ils ont observé, les contrastes, etc.)

    b) chaque équipe en tire des conclusions.

(Pendant ce temps, vous circulez de groupe en groupe en qualité de "consultant.")

5. Les équipes viennent exsemble; chaque "leader" présente les conclusions de son groupe. Vous arrivez donc à soit un "culture assimilator", soit un "culture capsule"

Quelques jours plus tard: avec le dialogue

- a) vous pouvez faire des exercices de grammaire
- b) vous pouvez faire des exercices de prononciation et d'intonation.

SUJETS D'EXPOSÉ

(cours avancès)

1) La femme à la maison.

2) La femme seule.

3) La femme et son mari.

4) La Française et l'amour.

5) La femme dans les professions libérales.

6) La femme et les droits civils.

7) La femme et l'éducation.

POLÉMIQUE

(3ième niveau)

I. Vous êtes Française (ou Français) : le choix de vetre carrière et l'attitude de vos parents envers cette dernière.

   a) Vous voulez être acteur (ou actrice) de cinéma. Vous considérez que le devoir de vos parents c'est de vous encourager dans cette voie. Exposez vos arguments et essayez de les convaincre.

   b) Groupe des "parents." Ceux-ci considèrent que leur devoir c'est au contraire de vous empêcher de suivre cette voie. Ils voudraient que vous soyez instituteur (ou institutrice). Ils vont, eux aussi, exposer leurs arguments et essayer de vous gagner a leur point de vue.

II. a) Il faut manger pour vivre. C'est tout. La cuisine n'a aucune importance. Il ne faut pas perdre du temps à table.

   b) Au contraire, les meilleurs moments---ou presque---de la vie, sont ceux qu'on passe autour d'une bonne table. La bonne cuisine est un art, l'apprecier un signe de civilisation.

POUR RIRE (mais ceci peut être important)

COURRIER DU COEUR

Marcelle Ségal
ELLE 1972 14 août

J'ai 19 ans. Depuis un an je vis à Paris avec un garcon de 27 ans, genre hippie. Nous nous aimons mais je n'ai pas pour autant cessé de fréquenter un jeune homme de ma province que je connais depuis cinq ans. Il est étudiant, âgé de 23 ans. Nous nous écrivons régulièrement. Je ne sais lequel choisir car je les aime tous deux bien qu'ils soient très différents. Votre conseil me décidera peut-être à quitter l'un des deux. Lequel à votre avis?

Maud

Au mérite, c'est évidemment le bon jeune homme travailleur et fidèle qui devrait l'emporter mais vous n'êtes pas mûre pour apprécier ses qualités. Si vous quittiez aujourd'hui le hippie, vous le regretteriez ce qui ne ferait ni le bonheur du bon jeune homme, ni le vôtre. Ne le quittez pas. Pas encore. Faites votre cure hippie. Quand vous serez guérie, vous partirez sans douleur retrouver le bon jeune homme. Ou un troisième larron. A moins, évidemment, que la peine de choisir vous soit épargnée, l'un des candidats s'étant désisté. Hé...Eux aussi ont le droit de partir.

Et maintenant, à vous..........

J'ai dix-huit ans, elle, vingt et un. Elle aura fini ses études dans un an et demi et moi, dans neuf ans. Je ne suis pas boursier. Je suis donc à la charge de mes parents. Nous nous voyons rarement. Ces absences nous pésent. C'est pourquoi nous voulons nous marier dés qu'elle aura terminé ses études. Attendre huit ans serait préjudiciable à notre amour. Un enfer pour nous deux. Seulement, voilà : nos parents ne sont pas favorables à cette union parce que je n'ai pas fini mes études et parce qu'elle est plus vieille que moi. Or, nous ne pouvons nous passer d'eux. Que faire? Nous espérons un conseil, que cette lettre vous intéressera, qu'elle n'ira pas à la poubelle.

Roméo et Juliette

Reponse.............

CULTURE CAPSULES

SHOULD A WOMAN REMAIN AT HOME OR NOT?

Level: Intermediate or Advanced

This aspect of women's lib can be employed in a French class in various ways:

1. Conversation portraying younger and older married couples to bring out all aspects of the question. This could be a pre-written script or various ideas from which students could ad-lib. In the latter case, various models should be presented to the students first to aid them in a freer, but correct style of conversation. See periodical Le Français dans le Monde in a recent article, or the text Le Français en Direct III. A record which accompanies Le Francais dans le Monde or a teacher-made tape will provide audio models.[3]

2. Students could make overhead transparencies to add to the topic.

3. A debate of the topic by a panel with comments later from the entire class might provide more involvement for a greater majority of students.

Background

No matter what approach is taken, the teacher will help students locate background material on the subject. e.g., réalités

Pros and Cons of the Topic

A woman should remain in the home:

--children will be well cared for

--household (meals, cleaning) will be well cared for

--woman will be respected in her proper role of homemaker

--husband will be sole breadwinner and won't suffer from deflated ego

--woman should find all her joy and fulfillment in the home

--woman won't meet other men as she would at a job and then have opportunities for an extra-marital affair

A woman should get a job if she prefers:

--when a woman has an education she should use it

--since household tasks are not as time consuming or as involved as they once were, a woman has time for her home as well as a job

--the good of all is neglected when a woman doesn't develop her talents and abilities to the fullest

CULTURE CAPSULE
(1er niveau)

BUT: De présenter un aspect de la vie quotidienne francaise aux étudiants.

CONTRASTES:

AU ETATS-UNIS: La plupart du temps, la mère se rend au supermarché une fois par semaine pour y acheter tout ce dont elle a besoin pour la semaine. Elle y va en voiture.

EN FRANCE: La mère fait ses courses pour les repas du jour presque tous les jours. Elle se rend chez le boulanger, l'épicier, le boucher, le marchand de quatre-saisons, le laitier, etc. Elle y va à pied.

LES FAITS:

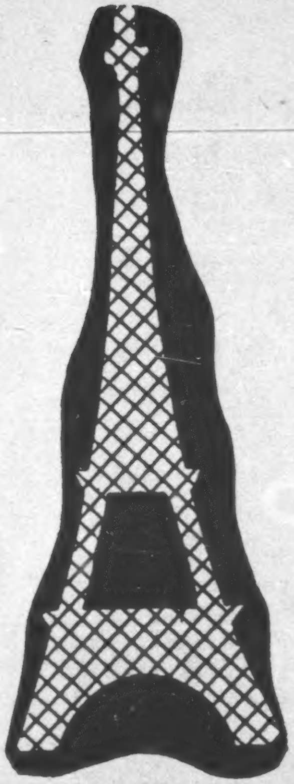
Même dans une grande ville, la mère francaise trouvera tout ce qu'il lui faut dans son propre quartier. Elle y va le matin et apporte avec elle son filet. C'est une occasion pour rencontrer ses amies et bavarder un peu. En rentrant, elle met la viende dans le réfrigerateur et se met à préparer le déjeuner car souvent les enfants rentrent déjeuner à la maison.

PRESENTATION:

1) un mini-drame: les étudiants sont épiciers, boulangers, etc; une étudiante est mère, etc. Dialogue (salutations, variétés de produits, mesures, poids, argent, etc.)

2) préparatifs pour le déjeuner (menus, recettes, couvert)

3) l'arrivée des enfants (on se met à table, comportement, conversation)



FRENCH

MINI-DRAMAS

Scene--American woman visiting French woman.
French woman's inner-thoughts.
To be tied in with All Saints Day.

Narrateur: Une Américaine arrive chez son amie française.
L'Américaine frappe à la porte.

l'Américaine: Bonjour, Madame Dupont.
la Française: Bonjour, Madame.

Narrateur: (aside) Madame Dupont?! Je ne suis pas la bonne!

The American woman is holding flowers in her right hand, and when the French woman puts out her hand it is a second before the other woman seizes it--then she has to shift her flowers to her left hand before she can shake hands. It is an awkward situation; then she pumps the French woman's hand several times. The French woman shows she is surprised at such a handshake.

The American gives the woman flowers.

la Française: Oh, pour moi.

l'Américaine: Pas pour vous, ce sont plutôt pour la table.

Narrateur: (aside) Ce n'est même pas la toussaint - et c'est du plastique.
Heureusement, ce sont pour la table. Ce ne sont pas pour moi.

1. Madame Dupont thinks that something is wrong when she hears a knock at the door because:

2. What is the French woman's reaction to the American and why?

3. Why is the American woman so slow in having her hand out?

4. Why do the flowers offend the French woman?

* * *

This is a conversation between a father, mother, and daughter. They live in southern, rural France. For an advanced class who has studied the roles of a father, mother and children.

le père: Ta mère me dit que tu penses à quitter le foyer pour aller étudier le linguistique à Paris. (With some feeling and disbelief)

la mère: Marie, Claude, une jeune femme comme toi doit penser à devenir ménagère et mère.

la fille: Mais pense à mon bonheur. Je veux être heureuse.

la mère: Mais, moi je suis heureuse. Je suis mère et ménagère - et moi je ne suis pas allée à Paris faire des études comme les hommes.

la fille: Maman, tu ne te rends pas comptes que c'est different aujourd'hui. Etre ménagère et mère, ca ne suffit pas pour moi. Les Français sont des individualistes et je ne suis pas une catégorie, je suis une personne.

Ask your class what arguments would continue. What would the father say to try to dissuade the daughter not to leave home? What would the girl use as a further argument?

* * *

OÙ EST LE LAIT?

Narrateur: On va vous présenter un petit drame au sujet d'un crime commis sans vouloir par un jeune élève américain qui vient d'arriver en France pour faire ses études. Il habite chez une famille française. La scène a lieu dans la cuisine de la famille Vincent. Tony se trouve seul dans la maison. Il a etudié pendant tout l'apres-midi. Il est six heures du soir; il a faim.

Tony: Je suis tres fatigué. Je veux des rafraîchissements. Qu'est-ce qu'il y a dans le frigo? Il n'y a que de lait! Et la madame n'est pas ici. Je regrette, madame. (Il boit le lait.) Alors, je vais recommencer mes etudes. (Il sort.)

Madame Vincent: (Elle entre dans la cuisine.) Ah, maintenant je peux préparer le dîner. Je suis en retard. Je suis si fatiguée. Il faut me dépêcher. D'abord, je me lave les mains. Je commence. Où est tout le monde. Personne ici. Le lait est dans le frigo, et voici le beurre. Où est le lait? Zut! Je cherche partout. Rien. Rien. Mon dieu! Où est le lait?

Narratuer: Et Madame Vincent, pourquoi s'est-elle tellement fachee?

Branch Learning

1. Quotations from French authors can be used to support the topic.
2. Topic can lead to research into the achievements and contributions of famous French women.

* * *

Situation: John, an American boy, 17, and his younger sister, Mary, 15, are beginning their second month of a visit with a French family in which there is a boy, Jacques, 17, and his younger sister, Marie, 15. The time is early evening after supper.

John: Voyons, nous allons sortir ce soir?

Jacques: Où veux-tu aller?

John: Au discothèque.

Jacques: D'accord.

(Mary and Marie enter at this point.)

John: Penses-tu que Mary et Marie veulent nous accompagner?

Jacques: Mais non. Tu ne comprends pas. Ça ne se fait pas.

John: Mais pourquoi pas?

Mary: Oui, pourquoi pas?

Marie: Certainement pas. Vous ne comprenez pas du tout.

Mary: Damn it, John. I haven't been out at night once since we've been here.

DISCUSSION follows on a difference between the raising (education) of French boys and girls, specifically on the education of the French woman. The value of this mini-drama is multiplied by inclusion in a culture cluster (i.e., a series of mini-dramas) on dating patterns and/or differences in the education of French men and women.

GERMAN

I. German Sports, Recreation and Leisure

II. Course Description

A. German sports, recreation and leisure is a study of how the German's spend their leisure time, their popular sports, and forms of recreation.

B. Prerequisites--four semesters of high school German.

C. Scheduling--the entire class period for one quarter.

III. Objectives

A. To acquaint the student with the favorite sports and forms of recreation in Germany.

B. To stimulate interest in the German language and people.

C. To provide the student with an opportunity to consider another people's views and consequently to help the student become more open-minded toward differing manners of thought and behavior.

D. To improve aural comprehension.

E. To improve speaking skills.

F. To broaden and reinforce vocabulary.

G. To reinforce grammar.

IV. Content

A. Selected Readings

1. Fussball, Turnen, Wandern und Spazieren
2. Ferien und Reisen in Deutschland
3. Ein Sportbericht
4. Segelfliegen auf der Wasserkuppe
5. Der Wintersport

B. Filmstrip and Tape--Die Heutige Deutsche Sportswelt

V. Learning Strategy

A. Conditions of learning
1. Individualized instruction
2. Film room
3. Language laboratory

B. Learning Activities
  1. Reading
  2. Writing
    a. the student formulates and answers his own question
    b. the student answers questions put by the teacher
    c. the student prepares a short paper (e.g. a synopsis of a selected reading)
  3. Speaking
    a. to answer questions put by the teacher
    b. to discuss written, spoken, or viewed material
  4. Listening
  5. Viewing filmstrips
  6. Tests

C. Functions of Components (see III. Objectives)
D. Grading
  1. Homework
  2. Classwork
  3. Tests
  4. Amount of material covered

VI. Learning Components

A. Commercial materials
  1. Books
  2. Filmstrips
  3. Tapes

B. Teacher-prepared material
  1. Questions
  2. Tests

C. Equipment
  1. Filmstrip projector and screen
  2. Tape recorder
  3. Record player

VII. Resources

A. Bibliography
  1. Blick anf Deutschland by Ernest M. Wolf. Charles Scribners Sons: New York, 1968.
  2. First Book in German by Chiles, Wiehr and Mueller. Ginn and Company: Boston, Massachusetts, 1963.
  3. Deutsche Sprachlehre fur Auslander by Schulz and Griesbach. Max Hueber Verlag: Munchen, 1964.

B. Tapes
  1. Sports in Germany
  2. Die Heutige Deutsche Sportswelt (The Sport's World of Germany Today)

C. Filmstrips
  1. Sports in Germany
  2. Die Heutige Deutsche Sportswelt
  3. Garmiseh-Partenkirchen und die Zugspitze (Garmisch-Partenkirchen and the Zugspitze Mountain)

4. Munchener Oktoberfest (The Munich October Festival)

5. Am Deutschen Rhein I (On the German Rhine)

6. Am Deutschen Rhein II

SAMPLE LESSON PLANS

Course: German Folklore

Section: Hansel und Gretel

Day 1: Read Hansel und Gretel
Write and answer 10 questions about Hansel und Gretel

Day 2: Listen to tape of Hansel und Gretel
Write the answers to questions (made by the teacher)

Day 3: Repeat tape until oral comprehension is achieved.

Day 4: Review
Questions answered orally by the student
Tape replayed as necessary

Day 5: Test--written and oral

Course: German Sports, Recreation and Leisure

Section: Fussball, Turnen, Wander und Spazieren
(Soccer, Gymnastics, Hiking and Going for a Walk)

Day 1: Read part I. Das Fussballspiel (The Game of Soccer)
Write and answer 5 questions about part I

Day 2: Read part II. Des Turnen (Gymnastics)
Write and answer 5 questions about part II

Days 3 & 4: Read Part III. Das Wandern (Hiking)
Write and answer 10 questions about part III

Day 5: Read part IV. Die Jugendherbergen (Youth Hostels)
Write and answer 5 questions about part IV

Day 6: Read part V. Das Spazieregehen (Going for a Walk)
Write and answer 5 questions about part V

Day 7: Write the answers to questions (made by the teacher)

Days 8 & 9: Review--review questions answered orally by the students

Day 10: Test--written and oral

I. German Folklore

II. Course Description

A. German folklore introduces the student to the folklore of the German-speaking peoples through the study of selected background materials, fairy tales, legends, and fables.

B. Prerequisites--four semesters of high school German.

C. Scheduling--German folklore will be scheduled for the entire class period for one quarter.

III. Objectives

A. To acquaint the student with German folklore and its place in German literature and culture.

B. To stimulate interest in the German language.

C. To improve aural comprehension.

D. To improve speaking skills.

E. To broaden and reinforce vocabulary.

F. To reinforce grammar.

IV. Content

A. Outline of the History of German Literature

B. Das Nibelungenlied (The Song of the Nibelungs)
   1. Background material and synopsis
   2. Die Siegfriedsage
   3. Die Sage von Siegfried und Kriemhild
   4. Siegfried
   5. Siegfried und Kriemhild
   6. Siegfrieds Tod (The Death of Siegfried)

C. Die Bruder Grimm und Märchen
   1. Background material
   2. Hänsel and Gretel
   3. Dornröschen (Sleeping Beauty)
   4. Rotkäppchen (Little Red Riding Hood)
   5. Rumpelstilzchen
   6. Die Bremer Stadtmusikanten (The Bremer Town Musicians)
   7. Der Meistertrunk von Rothenburg (The Master-drink of Rothenburg)

D. Heinrich Heine und "Die Lorelei"

E. Till Eulenspiegel
   1. Wie Eulenspiegel auf dem Seil Lief (How Eulenspiegel Walked the Tightrope)
   2. Eulenspiegel als Wunderdoktor (Eulenspiegel as Miracle Doctor)
   3. Eulenspiegel und der Bäcker (Eulenspiegel and the Baker)

V. Learning Strategy

A. Conditions of learning
   1. Individualized instruction
   2. Language laboratory
   3. Filmroom

B. Learning Activities
   1. Reading
   2. Listening
   3. Writing
      a. to answer specific questions put by the teacher
      b. to answer questions created by the student himself
      c. short papers (e.g. synopsis of a story)
   4. Speaking
      a. to answer specific questions put by the teacher
      b. to discuss a story
   5. Viewing filmstrips
   6. Tests
      a. written   b. oral

C. Functions of Components (see III. Objectives)

D. Grading*
   1. Homework
   2. Classwork
   3. Tests
   4. Number of units covered

*Homework and classwork scores count 1/3 toward the letter grade and test scores count 2/3 toward the letter grade with consideration given to the amount of material covered:

Letter Grade	Quarter Average	Material Covered
A or E	90	100
A or E	95	85
B or S	80	100
B or S	85	85
C or M	80	75
C or M	85	60
D or I	60	75
D or I	70	60
F	under 60	under 75
F	under 70	under 60

VI. Learning Components

A. Commercial materials
   1. Books
   2. Tapes
   3. Filmstrips

B. Teacher-prepared materials
   1. Questions
   2. Tests

C. Equipment
   1. Filmstrip projector and screen
   2. Tape recorder

VII. Resources

A. Bibliography
   1. Deutsche Märchen und Sagen by Rosemarie Griesbach. Max Hueber Verlag: Munchen, Deutschland, 1963.
   2. Wir Reisen nach Deutschland by Eric Marcus. Holt, Rinehart, and Winston: New York, 1964.

B. Tapes
   1. Hänsel und Gretel
   2. Rotkäppchen
   3. Rumpelstilzchen
   4. Dornröschen
   5. The Bremer Town Musicians
   6. Till Eulenspiegel

C. Filmstrips
   1. Hansel und Gretel
   2. Rotaeppechen
   3. Rumpelstilzchen
   4. Dornroschen
   5. The Bremer Town Musicians

CULTURE CAPSULES

Description: Using culturally valid realia as source of information and practice in use of language.

Make a copy of a death notice in a German paper.

Make up questions concerning the import of the notice and combine the death notice and the questions on one format for overhead projection or for creation on a photographic slide. It can be pasted on top of a piece of paper.

1. Wie geht es dem Herrn Hugo Schimmelpfeunig?
2. Wer oder was ist oder war er?
3. Hafte er eine hohe oder niedrige Stellung bei seiner Firma?
4. Starb er eines natürlichen Todes oder ist er aus unnatürlichen gründen gestorben?
5. War er jung, in den mittleren Jahren, oder uralt?
6. Ist er wohl Familienvater oder Junggeselle?

* * *

Description: Using cultural item as a basis for presentation of grammatical information and drill.

Looking at Wuppertal telephone book on overhead.
Was ist Herr August Ackermanns Telephonnummer?
Student reads off number. (Various students read.)

Wie herBt die StraBe is der er wohnt? (point)
Explain in der KohlenstraBe.
If time permitted, you could look up on map and notice the positioning of streets - the crooked streets around town square, etc.
Was für ein Geschäft ist es? (point)
Explain importance of a German's occupation to him.
Look at various ones of the occupations.
Was kauft man is einer Konditorer?

* * *

Description: Using current cultural source as evidence of contemporaneity of the language as we teach it.

Political ad from newspaper used.

A. For lexical information - for example, idioms:
   1. es geht um die Sache
   2. die Sache wird besser
   3. einer muss Federn lassen
   4. letzten Endes
   5. "dreimal dürfen Sie raten - besser machen."

B. Information given on party

C. Topics for discussion:
   1. Number of newspapers in Germany
   2. Coupons: Bitte scheehen Sie mir postenlos . . .

D. End of ad - "und verbleiben mit freundlichen GrüBen."

Description: Statement or description followed by 3, 4, 5 points which are either valid or not.

You enter a travel bureau in Germany, where a very attractive young lady takes care of your ticket. She seems very friendly; you begin to wonder whether you can strike up an acquaintance. You look at her hands, yes, the left hand is unadorned; she wears only a gold band on her right hand. Should you?

A. Sure, why not? She's pretty obviously not engaged or married.
B. She's old-fashioned; wearing her grandmother's ring.
C. Forget it; she's married.
D. She's got a friend. Right, that's a friendship ring. She's not going steady though.

* * *

You have been living in Germany for six months. You have become acquainted with several German girls, among them Jutta Heidke. One morning, you read the following in the paper: Mein Verlobung mit Fräulein Jutta Heidke beehre ich mich anzuzeigen. Hans Joachim v. Consbruch. Empfang am Sonntag, dem 9. Juli, 1972, 11-13 Uhr, Hamburg-Niendorf, Niendorfer Gehege 12. Do you?

A. Hurry home to look at your mail; maybe you have an invitation to the reception.
B. Ask to see her diamond, of course.
C. Send her a dozen red roses.
D. Go to the reception, bringing a gift for the home. You won't get a personal invitation.

* * *

GERMAN MINI-DRAMAS

Two Americans try to go to the movies.

--Ja, bitte.
--Zwei Karten, bitte. Wieviel kosten sie?
--Für heute? Für morgen? Oder wann?
--Für heute, natürlich. Wieviel kosten sie?
--Zu welcher Vorstellung, bitte? Nachmittags Vorstellung oder Abendvorstellung?
--(Good grief. Why doesn't she just sell us a ticket?)
Für Nachmittags Vorstellung, natürlich. Wieviel kosten sie?
--Wo möchten Sie sitzen?
--Das macht nichts.
--Wo wollen Sie denn sitzen? Das müssen Sie doch wissen. Vorne, hinten, in der Mitte?
--Ja, in der Mitte. Bitte, wieviel kosten sie?
--Schön. Reihe 22. Plätze 17 u. 18. Die kosten zusammen 5 D.M.
--Danke. (Finally!) Gehen wir hinein!
--Verzeihung. Das dürfen Sie noch nicht. Kommen Sie um 2:45 zurück!

IN RESTUARANT

Kellner: Was trinken Sie?

Mary: Ein Glas Wasser bitte! (Waiter leaves, returns with a bottle of mineral water.)

Mary: Nein! Kein Mineralwasser! Wasser aus dem Hahn!

Kellner: Wasser aus der Leitung - zum Trinken?
Dummer Amerikaner! Wasser trinken! Sie kriegen Fische im Bauch.

Mary: (To her companion after waiter leaves)
Dumme Deutschen! Mineralwasser! Kann er nicht gut hören?
Versteht er seine eigene Sprache nicht?

Points for possible discussion, purity of water, attitudes toward drinking, German reaction to Americans ordering an extra service without expecting to pay for it, Germans considering Americans too "tight" to pay for real drinks.

BEI EINEM DEUTSCHEN FREUND ZU HAUSE

Hans: Warum kommst du so spät, Jim?

Jim: Ich wartete auf mein Bad. Das Wasser war nicht heiss; ich wartete auf das heisse Wasser.

Hans: Aber du hast dich gestern Abend gebadet!

Jim: Ja, natürlich. Ich bade jeden Abend!

Hans: Na, so was! Du badest jeden Abdend?

Jim: Warum denn nicht?

Points for possible discussion: different attitudes toward cleanliness, differences in bathing facilities, availability of hot water, differences in climate and heat, German attitude toward house and food cleanliness as compared with their attitude about what we consider standards of personal cleanliness, the whole concept of what is "gesund."

* * *

IM GASTHAUS

Lehrerin: Frau McKenna hier. Ich bin eine Reisefüherin. Ich möchte Sie bitten, dass Sie für uns mindestens 25 Glas Milch einlegen.

Frau Kröte: Aber warum? Haben Sie den deutschen Wein nicht gern, unser Hauswein ist besonders lecker.

Lehrerin: Frau Kröte wir haben deutschen Wein gern, aber unsere Schüler sind zu jung, Wein zu trinken.

Frau Kröte: Zu jung - wieso? Ich verstehe das überhaupt nicht, aber wir werden für Sie hoffentlich so viel Milch bekommen.

Lehrerin: Frau Kröte, könnten Sie die Milch auf Eis stellen?

Frau Kröte: Wieso auf Eis - wär es nicht leichter, wenn wir Ihnen einige Flaschen Wein besorgen würden?

Points for possible discussion: different attitudes toward milk, alcoholic beverages, lack of refrigeration, attitude toward very cold drinks, problems of lack of communication.

* * *

Ignatz is going to a German Gymnasium for a year. He is asking Uwe some questions about his program.

Ignatz: What subjects do I take and what electives do I have?

Uwe: What do you mean by electives? All of our subjects are required: history, math, geography, gym, drawing, music, religion, chemistry, biology, German, English, French.

Ignatz: My God! You must be in school to midnight every day. By Saturdays you're dead!

Uwe: No, you're still alive in class on Saturday, till 12, and you only go till 2 the other days.

Ignatz: How do you work that?

Uwe: You have the different subjects only on certain days. Some things only come once a week.

Ignatz: What about lunch? Where's the cafeteria?

Uwe: You bring it from home in your briefcase. You have to eat during the big break about 11 o'clock.

Ignatz: What's the big break?

Uwe: That's lunch time. 20 minutes. And the little break is 10 minutes after the second hour. You stay in your classroom and jump around.

Ignatz: What about sports? You play football with other schools?

Uwe: We don't play team sports, and we don't have American football.

Ignatz: What do you mean by American football?

Uwe: Our football is what you call soccer.

Ignatz: What do you do in gym?

Uwe: We have gymnastics and during the weeks of summer, we have track and field.

Ignatz: When is the school year over?

Uwe: About the middle of July. And we have some other holidays.

Ignatz: What do you do for fun?

Uwe: We date the girls from the school down the street.

Ignatz: What's wrong with the girls in our school?

Uwe: Our school doesn't have any girls, but there are some schools with girls.

Ignatz: Do you have clubs?

Uwe: No, all of our clubs are independent of the school.

* * *

Situation--Bill is visiting his German friend Jochen. Bill doesn't understand German, but wants to see a German version of a recent American film. They arrive at Roxy.

Jochen: Zwei Karten, bitte.

Fraulein: Für heute? Morgen? Wann?

Jochen: (to Bill) She wants to know if it's for today or tomorrow.

Bill: Today, of course.

Jochen: Heute.

Fraulein: Für welche Vorstellung? Für zwei Uhr? fünf Uhr? acht Uhr?

Jochen: (to Bill) She wants to know which show we want to see.

Bill: Well, the next one, of course!

Jochen: Die Nachmittagsuorstellung, bitte.

Fraulein: Wo wollen Sie sitzen? Vorne, hinten, oder in der Mitte?

Jochen: (to Bill) Where do we want to sit?

Bill: Who cares?

Jochen: I care! I don't have enough money to sit in the back! (to Fraulein) Bitte, in der Mitte. Gehen wir! Ach, es ist geschlossen!

Bill: All that, and the theater is closed!

Discussion about German movies follows. If possible, the movie section of a current German newspaper should be used.

* * *

THE CHURCH IN AMERICA

The German pastor returns to his parish after a trip to the U.S. It is a Protestant church group.

Pastor: I was in the U.S. for a month and visited ten churches.

Parishioner: Why so many? Why is it necessary to visit more than one if they are all more or less the same?

Pastor: They were all different demoninations: Evangelical, Lutheran, Baptist, Methodist, Christian Science, Congregationalist and so on.

Parishioner: How can the government afford the trouble of collecting taxes and distributing the money to so many different groups?

Pastor: The government has nothing to do with it. Each church must support itself from the contributions of the members.

Parishioner: You mean they don't just put a symbolic coin in the bag on Sunday?

Pastor: Oh, no. The Sunday collection is very important, and there are other pledges, contributions and gifts.

Parishioner: Then there must be rich churches and poor ones.

Pastor: That certainly is true. Just as there are some neighborhoods that are better off than others. In fact, the church is very much involved with the daily life of the community.

Parishioner: It is not just a place for women and children to go on Sunday?

Pastor: No, the fathers often go too. Church is a family undertaking which involves many men. The church has an important civic and social role to play.

Parishioner: What do you mean, "civic role?"

Pastor: The church tries to help the people of the neighborhood with many of their problems. They try to improve the quality of life in the neighborhood.

Parishioner: What sort of social activities does the church involve itself in?

Pastor: They sponsor all sorts of dinners and dances on the church property for children and adults, sports, events, card games, yoga classes, exercises in the gymnasium, picnics, beer parties, etc.

* * *

Maestro ____________________

Grupo ____________________

TOPICOS CULTURALES - Serie No. 1

__________ 1. Comidas típicas (vésse la unidad y desarrollada)

__________ 2. Diversiones de la juventud

__________ 3. Momentos importantes en la vida de un joven

__________ 4. La musica moderna y folklorica

__________ 5. La cultura reflejada en las palabras expresivas

__________ 6. Actividades diarias de la juventud

__________ 7. El toreo

__________ 8. Deportes

__________ 9. Ganandose la vida

__________ 10. Sistema de educación

__________ 11. Sistema monetario

__________ 12. Las casas españolas

__________ 13. Los nombres y apodos

__________ 14. Descripción de los lugares a visitar

__________ 15. Descripción geográfica e histórica del lugar

Maestro ______________________

Grupo ______________________

TOPICOS CULTURALES - Serie No. 2

________ 1. Comidas típicas (véase la unidad ya desarrollada)

________ 2. Diversiones de la juventud

________ 3. Musica moderna y folklorica

________ 4. La cultura reflejada en las palabras expresivas

________ 5. Ganandose la vida

________ 6. El toreo

________ 7. Gestos y ademanes

________ 8. La vida familiar

________ 9. Errores sociales cometidos por los extranjeros

________ 10. La arquitectura local

________ 11. La arquitectura local

________ 12. El sistema monetario

________ 13. Las casas españolas

________ 14. El gobierno y la ley

________ 15. Tipos regionales

________ 16. Descripción geográfica e histórica del lugar donde están los alumnos

________ 17. Descripción de los lugares a visitar

Maestro ____________________

Grupo ____________________

TOPICOS CULTURALES - Serie No. 3

_________ 1. Diversiones de la juventud

_________ 2. Comidas típicas - el arte de la cocina y del comer

_________ 3. Ideas sobre el uso de bebidas alcoholicas

_________ 4. Gestos y ademances

_________ 5. Musica - moderna y folklorica

_________ 6. La vida familiar

_________ 7. Tipos etnicos

_________ 8. La organización social

_________ 9. Actividades diarias de la juventud

_________ 10. La vida del estudiante universitario

_________ 11. Errores sociales cometidos por extranjeros

_________ 12. El toreo

_________ 13. El gobierno y la ley

_________ 14. La guerra civil

_________ 15. El futuro de España

_________ 16. El sistema educacional

__________ 17. Las tradiciones y leyendas locales

__________ 18. Descripción histórica y geográfica del lugar

__________ 19. Descripción histórica y geográfica de los lugares a visitar

Maestro________________________

Grupo__________________________

TOPICOS CULTURALES - SEMINARIO

________ 1. La raza y el etnicismo español

________ 2. Las clases sociales

________ 3. La guerra civil

________ 4. La relación del español y Dios

________ 5. La relación del hombre y la sociedad

________ 6. El teatro

________ 7. El arte moderno y clasico

________ 8. Gestos y ademanes

________ 9. La arquitectura española

________ 10. Definición de vicio y virtud

________ 11. La ley

________ 12. Caracteristicas biologicas de los españoles

________ 13. Errores sociales cometidos por extranjeros

________ 14. La vista basica del mundo de un español

________ 15. Las actitudes y valores morales

________ 16. Creencias morales y religiosas

________ 17. La religión y el español

________ 18. La actitud del español hacia el gobierno en general

________ 19. Los partidos politicos

________ 20. Descripción geográfica e histórica del lugar

________ 21. Descripción geográfica e histórica de los lugares a visitar

A TRAVES DOS CULTURAS

UNIDAD	TITULO
1.0	Objetivos Medibles
2.0	Concepto a Desarrollar
3.0	Método de Presentación
4.0	Ayudas Visuales
5.0	Vocabulario y Estructuras Gramaticales
6.0	Actividad de la clase
7.0	Evaluación
8.0	Otros Topicos Relacionados

TITULO: COMIDAS TIPICAS

1.0 Objetivos medibles

El estudiante podrá contestar correctamente en el nivel de lengue requerido serie de preguntas acerca de cada uno de las comidas estudiadas.
Las preguntas serán sobre:
1.1 origen de la comida
1.2 region donde se originó
1.3 ingredientes
1.4 método de preparación
1.5 costo
1.6 restaurantes locales donde se pueden comer

2.0 Conceptos a desarrollar

2.1 España tiene muchas regiones y cada región tiene su plato regional
2.2 Las comidas de España representan los ingredientes o materiales a mano

3.0 Método de Presentación

3.1 Las preguntas siguientes y otras que el profesor considere pertinente se deberán usar para ayudar el estudiante a analizar su propia cultura primero y despues la cultura bajo estudio:
- 3.1.1 ¿ Cuáles son los platos regionales de los Estados Unidos?
- 3.1.2 ¿ De donde viene la materia prima para prepararlos?
- 3.1.3 ¿ Saben Uds. como preparar estos platos regionales?
- 3.1.4 ¿ Que plato consideran Uds. es el que le gusta más a los estudiantes?
- 3.1.5 ¿ Hay platos regionales en los Estados Unidos que se comen solamente en cierta regiones?

4.0 Ayudas visuales

4.1 menu de algún restaurante local
4.2 fotos en colores de platos o ingredientes

5.0 Vocabulario y Estructuras Gramaticales

5.1 lista de comidas y regiones
5.2 lista de ingredientes principales en las comidas españolas
5.3 lista de proverbios y refranes españoles que se refieren a las comidas, modos de comer, expresiones de agradecimiento, "el buen provecho", etc.

6.0 Actividades de la clase

6.1 asignese a los estudiantes el deber de encontrar en la ciudad el lugar donde se pueden comer los platos mentionados el precio más bajo
6.2 copiar recetas de platos regionales
6.3 visitar la cocina del campo y si es permitido ayudar en la cocina a preparar alguna comida regional
6.4 preparar un informe oral para la clase delas comidas o cenas en algun restaurante local

7.0 Evaluación

- 7.1 examen oral con preguntas sobre los detalles presentados
- 7.2 composición escrita sobre una visita a un restaurante
- 7.3 examen escrito al final de la clase

8.0 Otros topicos relacionados

- 8.1 reglas de etiqueta en las comidas
- 8.2 el comer como se relaciona a la personalidad del español

TITULO: ERRORES SOCIALES COMETODIS POR LOS EXTRANJEROS

1.0 Objetivos medibles

El estudiante podrá demostrar o contestar preguntas en el nivel de lengua requerido sobre las costúmbres sociales de la juventud española contrastada con las costumbres sociales de los jovenes en los Estados Unidos

1.1 la puntualidad española
1.2 contacto inocent de cuerpo entre personas de ambos sexos, como andar de la mano, el brazo alrededor del cuello, etc.
1.3 contacto de cuerpo del mismo sexo (el abrazo, el beso en la mejilla, dar la mano, etc.)
1.4 la novia siempre lo hace esperar al novio
1.5 a quien se saluda primero en una reunión social
1.6 beber en exceso en publico
1.7 uso de tu y Ud
1.8 regla de vestir para ocasiones como picnics, banquetes, recepciones, cenar, etc.
1.9 regla de etiqueta de mesa

2.0 Conceptos a desarrollar

2.1 las costumbres sociales ni son malas o buenas sino aceptables o inaceptables para cualquier grupo social
2.2 lo que es pasable o aceptable en un pais no es necesariamente aceptable o pasable en otro
2.3 cuando en Roma, haz como los romanos
2.4 el conocimiento y aceptación del punto de vista cultural de un pais es el comienzo de la aceptación mutua

3.0 Método de Presentación

3.1 haga una demostración de algun manerismo o costumbre social que es tipica de los españoles. Obtenga la reacción de los alumnos
3.2 hagase una exposición de algunos de los puntos arriba mentionados (1.1 al 1.9) desde el punto de vista español y obtenga reacciones de los estudiantes

4.0 Ayudas visuales

Fotos de jovenes españoles envueltos en situaciones sociales como picnics, bailes, etc.

5.0 Vocabulario y Estructuras Gramaticales

5.1 lista de palabras necesarias
5.2 lista de refranes o proverbios usados para ensenar a los jovenes españoles gracias sociales

6.0 Actividad de la clase

7.0 Evaluacion

7.1 examen en el cual los alumnos tienen que discriminar entre la manera americana y española de hacer ciertas cosas

7.2 dramatizaction de situaciones sociales en la que los estudiantes tienen que demostrar "la manera española"

8.0 Otros topicos relacionados

TITULO: MOMENTOS IMPORTANTES EN LA VIDA DE UN JOVEN

1.0 Objetivos medibles

Los estudiantes podrán contestar correctamente en el nivel de lengua requerido una serie de preguntas acera de los momentos más importantes en la vida personal de un muchacho o una muchacha espanola.
Las preguntas serán acerca de los topicos siguientes:

1.1 cumpleaños
1.2 "el santo" los apodos
1.3 andar de novios
1.4 "la plaza"
1.5 el casamiento (edad, condiciones, costumbres sociales en un casamiento, etc.)
1.6 la celebración de las bodas
1.7 Como se elije una esposa o un esposo
1.8 estar de luto - funerales
1.9 la herencia de los bienes materiales

2.0 Conceptos a desarrollar

2.1 estas fechas tan importantes en la vida de una persona ofrecen una vista muy buena de los tenues lazos de la cultura profunda de un pueblo
2.2 la celebración y condiciones de estos momentos tan importantes cambian de la ciudad a la campaña
2.3 la celebración de estos momentos muestra ambos la influencia de las costumbres sociales de muchos años y de la influencia extranjera

3.0 Método de presentación

La discusión se puede abrir requiriendo que los alumnos describen como se celebran y las costumbres asociadas con ellas de sus momentos más importantes de sus vidas.
Cada una de los asuntos mentionados más arriba (1.1 a 1.9) pueden presentarse

4.0 Ayudas visuales

Fotos o láminas mostrando una fiesta de cumpleaños, una boda, un entierro, etc.

5.0 Vocabulario y Estructuras Gramaticales

5.1 Vocabulario y estructuras necesarias

6.0 Actividad de la clase

6.1 los estudiantes pueden fijarse en un calendario el día de su santo despues de traducir sus nombres
6.2 planear la celebración de cupleaños de alguno miembro de la clase
6.3 visita a una casa funeraria
6.4 visitar una iglesia durante la celebración de un casamiento

7.0 **Evaluación**

7.1 Oral o escrita
7.2 Escribir una composición describiendo una fiesta de casamiento, de cumpleaños, etc.

8.0 Otros topicos relacionados

8.1 la mayoría de edad
8.2 la mayoría política o social
8.3 el concepto de la muerte desde el punto de vista español

TITULO: LA MÚSICA DE ESPAÑA

1.0 Objetivos medibles

Los estudiantes podrán contestar correctamente en el nivel de lengua requerido una serie de preguntas acerca de los diferentes aspectos de la música de España.
Las preguntas serán sobre topicos presentados tal como:
1.1 la música moderna y la juventud
1.2 las regiones musicales de España y la música folklorica
1.3 la música tradicional de España
1.4 festivales de la conción en Europa y en España
1.5 música de la región donde los alumnos están
1.6 la música flamenca
1.7 la zarzuela
1.8 "la tuna"

2.0 Conceptos a desarrollar

2.1 la música es uno de los elementos más representativos de la cultura de un país
2.2 España tiene regiones musicales que se las puede considerar como entidades propias
2.3 la influencia de los Estados Unidos y Gran Bretña sobre la música de hoy
2.4 la música es el espejo social, politico e intelectual del desarrollo de Espana

3.0 Metodo de presentación

Discos pueden ser usados para introducir el subjeto. La discusión puede empezarse por preguntar a los alumnos sus reacciones acerca de la música

4.0 Ayudas visuales

Discos

Mapas

5.0 Vocabulario y estructuras gramaticales

5.1 lista de vocabulario y estructuras gramaticales que se usarán en la discusión
5.2 lista de expresiones, refranes, proverbios que usan los jovenes para indicar satisfacción, disatisfacción, etc., sobre la música

6.0 Actividad de la clase

6.1 visita a una casa de música
6.2 escuchar varios programas de radio
6.3 hacer una lista de los músicos o cantores más populares de España

6.4 visitar un restaurante o cualquier otro lugar donde la tuna canta
6.5 escribir una composición sobre las canciones más populares de España
6.6 hacer una lista de las canciónes más famosos de España y que han ganado premic en algun festival de la cancion

7.0 Evaluación

Examen oral donde los estudiantes tienen que reconocer los varios tipos de música de España.

8.0 Otros topicos relacionadas

8.1 famosos compositores españoles
8.2 la influencia de la música española sobre todo el mundo
8.3 descripción y uso de instrumentos tipicos españoles
8.4 la guitarra y la música española

TITULO: EL REFLEJO DE LA CULTURA EN LAS PALABRAS EXPRESIVAS

1.0 Objetivos medibles

El estudiante podrá contestar correctamente en el nivel de lengua requerido una serie de preguntas acerca del sujeto.

Las preguntas serán sobre los siguientes aspectos culturales de la lengua española:

1.1 expresiones amables

1.2 palabras que son tabu

1.3 inflexión de la voz, entonación y vocabulario que expresa:

    1.3.1 mando
    1.3.2 imitación
    1.3.3 sorpresa
    1.3.4 indignación
    1.3.5 gusto
    1.3.6 pena
    1.3.7 adulación, caricia
    1.3.8 admiración
    1.3.9 aprobación
    1.3.10 amenaza
    1.3.11 consuelo
    1.3.12 palabrotas
    1.3.13 uso de la palabra Jesus o Dios

1.4 el uso y el significado histórico de !olé! y !vale!

1.5 el uso de palabras extranjeras en el vocabulario corriente

2.0 Conceptos a desarrollar

2.1 la lengua es el elemento más representativo de la cultura de un pueblo

2.2 lengua es cultura y cultura es lengua

2.3 palabras, especialmente aquellas que tienen mucho uso, tienen dos o tres significados. Algunas de estas palabras se pueden traducir directamente mientras que otras solamente las entienden unas pocas personas o cierto círculo o sección de la sociedad.

2.4 las interjecciones a veces tienen una dimensión cultural muy especial especialmente cuando son accompanadas con movimientos del cuerpo o de la cara

3.0 Metodo de presentación

3.1 el subjeto puede ser presentado a los estudiantes en una pequeña conferencia
3.2 Como esta unidad es basicamente una unidad de vocabulario las palabras deberán ser presentadas y practicadas para obtener experiencia y abilidad oral en ellas. Los movimientos de las manos, cuerpo, etc. deberán ser presentados como parte de la palabra.
3.3 los estudiantes deberán practicar los movimientos del cuerpo o de la cara del profesor

4.0 Ayudas visuales

5.0 Vocabulario y estructuras gramaticales

Lista de expresiones usadas y presentadas

6.0 Actividad de la clase

6.1 los estudiantes deberán hacer una lista de las expresiones oidas durante el día
6.2 los estudiantes deberán de usar las expresiones y ademas durante el día o toda la estada en España

7.0 Evaluación

Examen oral mostrando el reconocimiento de las expresiones, su significado y los movimientos kinesteticos

8.0 Otros topicos relacionados

8.1 información histórica de algunas expresiones españolas
8.2 el desarrollo histórico de la lengua española
8.3 La Real Academia Española

TITULO: DIVERSIONES DE LA JUVENTUD

1.0 Objetivos medibles

Los estudiantes podrán contestar correctamente usando el nivel de lengua requerido una serie de preguntas acerca de las diversiones de los jovenes españoles.
Las preguntas serán acerca de los siguientes topicos:
1.1 bailes públicos y privados
1.2 la música de los jovenes
1.3 asistencia a conciertos, la ópera, teatro
1.4 un domingo típico en la vida de un joven o de una joven
1.5 los amigos o novios
1.6 la juventud y la política
1.7 los clubes sociales
1.8 la parte que el automóvil tiene en la vida de los jóvenes
1.9 ir de compras
1.10 el café como el lugar de reunión de la juventud
1.11 los picnics o fiesta de la playa
1.12 las diferencias entre la vida en la ciudad y en las ciudades pequeñas

2.0 Conceptos a desarrollar

2.1 la juventud española en muchos respectos es muy parecida a la juventud de los Estados Unidos
2.2 las diferencias se deben a ciertas condiciones sociales y economicas
2.3 las películas de los Estados Unidos han influenciado tremendamente la juventud de todo el mundo especialmente la juventud española

3.0 Método de presentación

Las preguntas siguientes ayudarán a los alumnos a analizar su propia cultura:
3.1 ¿Qúe diversiones tienen los muchachos de los Estados Unidos?
3.2 ¿Es la escuela secundaria el centro de la vida social de los jovenes?
3.3 ¿Que consideran Uds. es un domingo típico en los Estados Unidos?

4.0 Ayudas visuales

Discos

5.0 Vocabulario y estructuras gramaticales

5.1 lista de palabras y structuras a usar durante la presentación
5.2 lista de expresiones usada por los jovenes en referencia a sus actividades

6.0 Actividad de la clase

6.1 visitar una discoteca y escribir o dar un relato oral
6.2 visitar un lugar donde la juventud se junta
6.3 visitar una tienda de discos

7.0 Evaluación

Examen oral o escrito sobre los conceptos presentados

8.0 Otros topicos relacionados

8.1 Las actividades sociales de la universidad, los deportes, la función de los colegios mayores, etc.

TITULO: LOS DEPORTES

1.0 Objetivos medibles

Los estudiantes podrán contestar correctamente en el nivel de lengua requerido una serie de preguntas acerca de los deportes practicados por los jovenes españoles tal como:

1.1 fútbol
1.2 jai-alai
1.3 basquetbol
1.4 tenis
1.5 deportes practicados en las escuelas secundarias o universidades
1.6 natación
1.7 deportes regionales (vascuense, etc.)
1.8 el publico y los deportes
1.9 otros deportes tal como esqui, deportes acuaticos, etc.

2.0 Conceptos a desarrollar

2.1 en España el deporte que una persona practica puede estar muy relacionado al nivel social
2.2 en algunas regiones los deportes no se practican porque la juventud tiene que trabajar
2.3 hay algunos deportes que son para los ricos y otros para los pobres
2.4 casi cada región en España tiene su deporte original cuyo origen se pierde en la historia
2.5 el toreo no es un deporte

3.0 Método de presentación

Muestrense fotos de varios deportes en los Estados Unidos y preguntese:
3.1 ¿Qué deporte le gusta más a Ud?
3.2 ¿Cuánto cuesta practica el deporte que ha Ud. le gusta?
3.3 ¿Dónde practica Ud. su deporte?

4.0 Ayudas visuales

4.1 Fotos de deportes o láminas a una revista de deportes
4.2 Fotos o láminas de atletas españoles famosos

I. Course Title -- Una Visita En España

II. Course Description

A. General Description - to become acquainted with Spain and the Spanish people, emphasizing five centers of interest and the surroundings -- Los Pirineos, León, Madrid, La Mancha, and Andalucía including Granada, Sevilla, and Córdoba. In connection with these there would be a study of food, music, amusements, shopping and haggling, fiestas, and costumes, dances, literature, movies, plays, operas, etc. The use of these would depend on time and special interests of students-- a place for individual study.

B., C., D. Similar to preceding studies

III. Objectives -- same as above

IV. Content

1. León - llegada de Irún - las catedrales, San Marcos con una cena y el menú, una visita a la torre de Antonia Machado, las Cuevas de Valporquero, Gijón, Ovieda, Bilbao con la casa de Unamuno y la catedral de San Nicolas, San Sebastián con la playa y los diversiones.

2. Los Pirineos - La fiesta de Santiago de Campostela con los bailes, los trajes tradicionales, la pelota, los funciones de títeres, la churrería, Pamplona y las casas de Hemingway, la universidad y la corrida de Toros.

3. Madrid - La Universidad, El Prado, El Palacio Real, El Parque del Retiro, las Plazas, El restaurante Esteban, El Escorial, y Valle de los Caidos, Toledo y la casa del Greco, las joyas damacenas, las espadas, la catedral, y el Alcázar.

4. La Mancha con Burgos y la historia de la tierra de Don Quixote.

5. Andalucia - Granada con La Alhambra, la Fiesta de Música con la misica de Manuel de Falla y Isaac Albeniz, los Jardines de Generalife, las cuevas de los gitanos, y el encaje. Sevilla, con la catedral y la Giralda, y la tumba de Cristobal Colón.
(¡quizás!)
Córdoba con el cuero, la catedral y La Macarena. Regreso a Madrid y tambien regreso del aeropuerto hasta los Estados Unidos.

V. Learning strategy -- similar to others.

VI. Learning components

A. Comercial materials - EAV Film -- Let's Visit Spain (en español).
Scholastic magazines -- ¿Qúe Tal?, El Sol, and Hoy Día
My Summer in Spain -- Foreign Study League.

B. Teacher prepared materials -- same as other studies.

C. Community resources -- Various people who have visited Spain, our aides.

D. Equipment -- same as others

E. Realia- fans, swords, botas, boticas, sangyía pitchers, books, folders, tickets, programs, jewelry, leather goods, keys, wood carvings, maps, guides collected in Spain.

VII. Resources

A. Bibliography
Spanish cookbooks -- Amade Casa y La Cocina, Gregos, Madrid, 1970.

B. Films
EAV Films, Inc. Pleasantvilla, V. Y. 1965 -- Let's Visit Spain
Foreign Study League, PO Box 1920, Salt Lake City, Utah, 84110 --
My Summer in Spain

C. Tapes -- same as above

D. Records -- Viva la Gente (Up with People) Los Churumbeles de España, Antonio Machado de Serrat, Radio - Optica, León, España.

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I. Spain—seen through art

II. Course description

A. The purpose of this course is to create an appreciation and understanding of art in general, with special emphasis on the art of Spain.

B. The only prerequisite is nine weeks of Spanish which will help the students' pronunciation.

C. The sessions will be twenty minutes each for a three-week period.

D. Credit is not applicable except that the grades obtained apply to the quarter grade.

III. Objectives

A. To establish a basic knowledge of techniques, terms and development of art.

B. To enable the student to identify general characteristics of Spanish art and the works of specific Spanish artists.

C. To further the students' understanding of Spanish culture through an appreciation of art.

IV. Content
During the course, we will study art through the mediums of films, discussions, reports and, as an option, tapes and records. We will deal briefly with each period. Upper level students will be expected to do their reports in Spanish.

V. Learning strategy
A. Conditions of Learning
Depending on class size, individual research projects are recommended. Materials which must be in the room are: a resource library, film projector, prints and photographs.

B. Learning Activities
1. Day 1
   a. Hold class discussion of importance of art in any society.
   b. Discuss common attitudes toward art and the reasons behind them.
   c. Find out the students' pre-knowledge of art.

2. Day 2
    a. Introduce prehistoric art
    b. Show slides, filmstrips or pictures of this period

3. Day 3
    a. Cover period from prehistoric to Renaissance
    b. Introduce the term Renaissance and discuss the social conditions of that period.

4. Days 4 and 5
    a. Discuss Renaissance art
    b. Introduce specific Spanish artists
    c. Show slides, photos or filmstrips
    d. Give quiz (optional)
    e. On day 5, discuss research assignment (see appendix)

5. Days 6 and 7
    a. Discuss neo-classic, baroque and rococo
    b. Give examples of each style (through pictures, etc.)
    c. As an option, discuss architecture

6. Day 8
    a. Begin discussion with Goya as a transition figure.
    b. Discuss impressionism
    c. Give examples of impressionism

7. Day 9
    a. Introduce twentieth-century art in Spain.
    b. Discuss the major schools, e.g. cubism, dadaism and surrealism

8. Day 10
   Discuss major twentieth-century artists except Picasso.

9. Day 11
   Discuss Picasso.

10. Day 12
    Allow class time for completion of research

11. Days 13 and 14
    Reports will be given

12. Day 15
    Test (see appendix)

C. Grading will consist of reports, any oral grades on discussions, any optional quizes given and the final test.

VI. Learning Components

A. Commercial materials would consist of books, magazines, prints and posters.

B. Teacher-prepared materials involve the research list, optional quizes and the test.

C. Community resources might include an art gallery, museum or a local artist.

D. Equipment consists of a film projector, screen, blackboard and flannel board (optional).

E. Realia would include any bulletin board items.

VII. Resources

A. Bibliography

1. Crosby, Sumner. Art Through the Ages. New York: Harcourt, Brace and World Company, 1959.
2. Gudiol Jose. The Arts of Spain. New York: Doubleday and Company, 1964.
3. Iniguez, Diego. Resumen de Historia del Arte. Madrid: E.I.S.A., 1966.
4. Salinger, Margaretta. Velazquez. New York: Harry Abrams Pub. Co., 1954.
5. ___________. Arte Español. Gessler Publishing Company, no date given.
6. Busch, Noel F. "That Living Legend, Pablo Picasso," Reader's Digest (July 1972), Pleasantville, NY: The Reader's Digest Association, Inc.

B. Films

1. "El Pincel Immortal Español," Gessler Publishing Company, no date given
2. "Great Masters of Painting" (Spanish) Wible Institute, no date given
3. "National Gallery of Art: Art of Spain," Encyclopedia Britannica Films, 1959.

C. Prints

1. Large Prints of Spanish Art, Gessler Publishing Company
2. Prado Museum Prints, Gessler Publishing Company
3. Small Prints of Spanish Art, Gessler Publishing Comapny

POSSIBILITIES FOR RESEARCH--ART MINI-COURSE

1. el Greco
2. Juan Miró
3. Salvador Dalí
4. Ignacio Zuloaga
5. José de Ribera
6. Francisco de Zurbarán
7. Diego Velásquez de Silva
8. Joaquín Sorolla
9. Bartolomé Esteban Murillo
10. Francisco Goya
11. José María Sert

TEST ON ART MINI-COURSE

Day 15
25 points

I. Identify the artist of the five paintings which the teacher will show to the class. (five points)

A.

B.

C.

D.

E.

II. Name one important work of each of the following artists: (five points)

A. el Grece ______________________________

B. Velásquez ______________________________

C. Sorolla ______________________________

D. Goya ______________________________

E. Dalí ______________________________

III. La profesora va a leer unas biografías de unos pintores. Escuchen ustedes bien, y entonces den el nombre de la persona. (three points) (The teacher will have prepared short biographical sketches of such figures as Picasso, Dali, etc.)

IV. Escriba usted una composición sobre la vida de su pintor favorito. (12 points)

Mini-course Outline

I. Reading Newspaper Headlines in Spanish

II. Description

A. The course will attempt to teach U.S. high school students to read Spanish newspaper headlines at a glance taking into account the fact that the same technique of writing in the present tense, dripping articles and prepositions, as well as most punctuation. From this beginning the students will be led to enjoy and to understand news reading in Spanish.

B. Prerequisites: Student must have studied Spanish for at least one semester and preferably one year.

C. The course will be implemented as ten minute lessons twice weekly over a nine week period i.e. one quarter.

D. This unit if successfully completed can earn a maximum of 200 points of the 800 points possible for a quarter.

III. Objectives

A. General Objectives
The student will demonstrate skill and sense of self-achievement by reading with speed and accuracy such sections of Spanish newspapers as headlines, photo captions and cartoons.

B. Specific Objectives

1. After studying this unit, the student should be able to identify in 20 seconds and with 80 percent accuracy, headlines about crime, social events or sports from a list of ten displayed on the overhead projector.

2. After learning to identify headlines, the student will demonstrate his ability to peruse Spanish language newspapers with understanding by initiating conversations in small groups or with teacher concerning articles read in current newspapers.

IV. Content
Course will consist of four sections, i.e. crime, social events, sports, and filling in headlines, designed to teach the student to recognize headlines concerning any of these events and then to fill in necessary details.

V. Learning Strategy

A. Pre-test does not apply in this course.

B. Conditions of learning

1. Standard size classroom containing students desks, tape recorder, overhead projector, and large table will be adapted to large group, small group or individual learning situations.

C. Learning activities

1. General discussion in large group of format of Spanish newspapers.

2. Distribution of vocabulary lists and sample newspapers in large group.

3. Small group study under leadership of one student or teacher of vocabulary lists and newspapers including search for cognates.

4. Individual study outside of class hour.

5. Large group study of headlines on transparencies.

6. Testing of students vocabulary and recognition skill after each section.

7. Small group use of work games to learn new vocabulary. (Preparation of flash cards or variations or Respuestas alfabeticas) See game list prepared by Mary Jackson.

VI. Learning Components

A. Commercial

1. Newspapers and magazines e.g. Excelsior, ABC Madrid, España Semanal, Blanco y Negro

B. Teacher-prepared materials

1. Vocabulary lists--sample attached. See Foreign Language Annals, Vol. 5 No. one, October 1971, p. 69-81.

2. Transparencies--sample attached. Ibid.

3. Lesson and unit tests and keys. Attached Ibid.

C. Use of library materials and native speakers

D. Equipment needed

1. overhead projector
2. ditto equipment
3. master copy machine

VII. Resources

A. Bibliography

1. E. Ned Seelye and J. Laurence Day, "Penetrating the Mass Media: A Unit to Develop Skill in Reading Spanish Newspaper Headlines," Foreign Language Annals, Vol. 5 No. 1, October 1971.

2. Dale L. Lange, "The American Scene: The Use of Newspapers and Magazines in the Classroom," Die Unterrichtspraxis, 2, 1969, pp. 148-53.

B. Transperencies

1. Newspapers headlings

2. News photos with captions

C. Newspapers--Excelsior, ABC, Peanuts Cartoon book in Spanish

VIII. Lesson plans by weeks

A. First week--Day 1 15 minutes
Introduction to students of general outline and objectives of study. Perusal of available newspapers, first to identify sections: headlines, sports page, society news, entertainment, comics, etc. Distribution of handout I-A consisting of short explanation of crime headlines in Spanish and their cultural significance and a vocabulary list of clue words in Spanish which will make recognition of crime headlines relatively simple. (Students may do some memory work at home.)

Day 2 10 minutes
Practice vocabulary in small groups from I-A using games suggested if the students wish.

Present to entire group transparency I-B (Five sample headlines with clue words underlined.)

B. Second week--Day 1 15 minutes

Review I-A and I-B as groups think necessary.

Quiz: handout I-C to large group (four headlines in which student must underline all clues indicating crimes)
Note: Any student getting fewer than seven correct must review on his or her own I-A and I-B.

Day 2 10 minutes

Do handout I-D for vocabulary check. When ready each student turns to overhead projector for quiz: transparency I-E (20 headlines of of assorted nature in which student checks only the number of those pertaining to crime).
Note: If less than 80 percent accuracy achieved, the student must review individually or in small groups all handouts and transparencies in this section before continuing.

C. Third week--Day 1
Large group explanation on social events including cultural significance.
Handout II-A on vocabulary

Day 2
Small group learning of II-A clues. (see I-A for description and procedure)
Transparency II-B for large group. Review II-A if less than 80 percent accurate as before.

D. Fourth week--Day 1
Handout II-C on spotting clues (contains seven headlines)
Small group review of clues in II-A

Day 2
Large group review of II-A and II-B
Quiz: Exercise II-D

E. Fifth week--Day 1 15 minutes

Test large group with transparency II-E

Scan available newspapers and magazines for crime and social headlines copying them into a notebook for later reference.

Small group discussion of headlines and articles found.

Day 2
Introduction of Section III--sports headlines, handout III-A vocabulary clues

F. Sixth week--Day 1
Small group games for learning new words. Scan newspapers for sports headlines and use of cognates.

Day 2
Large group presentation of transparency III-B of the cases. Exercise III-C. Same procedure as in preceding sections

G. Seventh week--Day 1
Review III-A in pairs. Do exercise III-D

Day 2
Test Section III with transparency III-E

H. Eighth week--Day 1
Introduce Section IV-A following same plan as before.
Do exercise IV-A following same plan as before

Day 2
Exercise IV-B on dressing up social headlines

I. Ninth week--Day 1
Exercise IV-C on tackling sports headlines

Sample vocabulary clues I-A

Clues

1. allanar
2. ametrallado
3. asalto
4. atraco
5. balacera
6. banda
7. bomba
8. capturado
9. delincuente
10. detenciones
11. denuncia
12. emboscada
13. estalló
14. fuga
15. herida
16. hombres armados
17. incendio
18. machetazo
19. mal hechor
20. matanza
21. pandilla
22. pistola
23. punalada
24. robo
25. rescate
26. rehen
27. saqueo
28. secuestro
29. sinvergüenza
30. suicidio
31. tiros (tiroteo)
32. ultimado
33. la víctima (el victimario)
34. violada

Sample headlines of cases I-B

1. EN TRES ATRACOS ROBARON CASI Bs. 20,000.

2. ASALTO A UNA DE SUS LIBRERIAS Y SECUESTRO DE MARIOS VOLUMENES DENUNCIA EDITORIAL "NUEVA IZQUIERDA."

3. MUERTO A TIROS EN PANAMA UNO QUE INTENTO SECUESTRAR UN AVION.

4. HOMBRES ARMADOS ATRACARON Y DESPOJARON DE SU AUTOMOVIL A UN EXPRESARIO DE LOS TEQUES.

Sample of exercise I-C

Underline the key word which identifies each of the following as a crime headline. (Answer key sample follows)

1. MATANZA EN HAITI COMPRARABLE A LA DE MY LAI, DENUNCIA EL ESCRITOR GRAHAM GREENE.

2. TRES JOVENES MUERTOS POR LA HEROINA.

3. GRUPO DE HOMBRES ARMADOS FUE VISTO CERCA DE URIA.

4. MUERTO UN SUBTENIENTE Y HERIDAS OTRAS DOS PERSONAS EN CHOQUE.

5. ALLANARON RESIDENCIA DE LA PRESIDENTA DEL CONSEJO DE CAICARA.

Key to exercise I-C

1. matanza, denuncia
2. muertos, heroina
3. hombres armados
4. muerto, heridas
5. allanaron

Sample of exercise I-D

In 20 seconds put a check mark beside each crime clue or key word.

1. joven
2. automóvil
3. casa
4. robos
5. incendio
6. comercio
7. secuestrado
8. primera hora
9. ametrallados
10. instantanea
11. la victima
12. estaba
13. 5 kilometros
14. un asalto
15. asalto
16. tres tiros
17. mujer capturada
18. antidelictiva
19. niño ultimado
20. carretera
21. cadaver
22. ultimado

Key to I-D
4, 5, 7, 9, 11, 14, 15, 16, 17, 19, 21, 22

Sample test on crime headlines I-E
Give yourself 90 seconds to check those headlines out of the following which concern crime.

1. DIO MUERTE A UN HOMBRE.
2. FUSION TERMONUCLEAR CON RAYOS LASER.
3. DESMANTELADA BANDA QUE ASALTABA EN CARRETRAS.
4. CINCO CADAVERES RESCATADOS
5. EL DIA DE LOS INOCENTES
6. MUERTO DE DOS PISTOLETAZOS
7. DESDE QUE ME CASE ESPERABA LOS PALOS
8. LA ESCLAVITUD EN LA ERA NUCLEAR
9. LA PILDORA TIENE UNA LITERATURA EXTREMISTA
10. MUJER ASALTADA EN PLENO DIA
11. MAX AUB PREPARA UN LIBRO SOBRE BUÑUEL
12. TRES SOLDADOS HERIDOS EN EMPOSCADA
13. SORPRENDIO AL SINVERGÜENZA EN EL ACTO
14. YA TIENEN CURRO NUEVO
15. EL INTENTO DE SUIOCDIO FRACASCO

16. ¡YO SOY HIJA ILEGITIMA!

17. ESOS TOROS ERAN INADMISIBLES

18. COMPRE RADIOS PHILIPS

19. MI HIJO SE DEJO SECUESTRAR BAJO FUERTE PRESION DE UNA PANDILLA DE BELLO MONTE

20. MENOR ATROPELLADA POR UN VEHICULO.

Key for test I-E

1, 3, 4, 6, 10, 12, 13, 15, 19, (20)

I. Spain--Seen Through Music

II. Course Description

A. The purpose of this course is to create an appreciation and understanding of music in general, with special emphasis on the music of Spain.

B. The only prerequisite for this course is that the student has completed 9 weeks of Spanish in order to facilitate pronunciation. Because of the nature of this material, however, it is recommended that the students be at least sophomores in high school, preferably older.

C. The course is scheduled for a 3-week period with 20-minute sessions each class period. (Note that this time period is flexible, especially when oral reports are concerned.)

D. Credit is applicable only in the sense that the grades obtained during the course will be used in figuring a quarter grade.

III. Objectives

A. To establish a basic knowledge of techniques, terms, and the development of music.

B. To create a knowledge of specific Spanish musicians and composers.

C. To illustrate the regional differences as shown by the various forms of dance.

D. To further the students' understanding of Spanish culture through an appreciation of its music.

IV. Content

A. Using records, tapes, maps, discussions, and reports, we will briefly discuss the development of music.

B. Following this introduction, we will concentrate on the music of the 20th century Spain.

C. Specific topics will include composers, dance forms, classical and popular music.

V. Learning Strategy

A. Conditions of learning
   1. Depending on class size and room facilities, students will

work in pairs or individually on research, as well as participate in general class discussions.

2. Materials which should be available in the room are a research library and a record player. The teacher may wish to use an overhead projector, tapes, or filmstrips, if available.

B. Learning Activities

1. Day 1
   a. Hold a class discussion of the importance and function of music in any society.
   b. Ask the students to name the various types of music: popular, religious, classical, folk.
   c. Find out what pre-knowledge of Spanish music they have. Point out that this course deals with Spanish music only.

2. Day 2
   a. Give the students a basic outline to follow the historical development of music in general. (see appendix)
   b. Discussion of the outline should follow.

3. Day 3
   a. Using an overhead projector, introduce dance in Spain by regions. (see appendix)
   b. Spend the remaining time establishing with the students the association of regions and particular dances.

4. Day 4
   a. Review names and locations of dances without notes.
   b. Use remaining time to listen to examples of dances: flamenco, jota, etc.

5. Day 5
   a. Review Spanish dance by asking students to identify dances as they hear the music.
   b. If at all possible, obtain pictures of costumes used in the various dances.

6. Day 6
   a. Play some examples of Casals, Segovia, Montoya, etc.
   b. Spend the remaining time researching composers, musicians, or related topics. Students may work individually or in pairs. The teacher should provide a list of possible topics. (see appendix)

7. Days 7 and 8 should be used by the students for research.

8. Days 9 and 10 are to be used for the research reports. (More time should be allowed for large classes. Upper level students would be expected to report in Spanish.)

9. Day 11
    a. Give a check-up quiz on the reports (see appendix)
    b. Check quiz in class

10. Day 12
    a. Introduce folk songs or villancicos, depending on the season.
    b. Play examples and then begin learning 1 or 2 simple songs. Be sure to clarify vocabulary.

11. Day 13
    a. Review background material
    b. Continue learning songs

12. Day 14
    a. Practice songs
    b. Summarize and review through class discussion the knowledge gained through the course.

13. Day 15 is reserved for an examination over the course. (see appendix)

D. Grading throughout the mini-course will be based on the map quiz (dances), the research reports, and the final test on day 15.

VI. Learning Components

A. Commercial materials

1. Books used for research
2. Magazines to illustrate costumes, or for research purposes
3. Fiesta of Latin American Music - Reader's Digest Publication

B. Teacher-prepared Materials

1. Overhead transparency map
2. Dittoed map for the students
3. Outline of the development of music
4. Picture of costumes (possibly transparencies)
5. List of research topics
6. Quiz and test

C. Community resources might include opportunities to visit dance or other musical performances.

D. Equipment

1. Overhead projector and screen
2. Record player
3. Chalk board
4. Optional--speaker podium for research reports

E. Realia includes all bulletin board items.

VII. Resources

A. Bibliography

1. Austin, William W. Music in the 20th Century. New York: W. W. Norton & Company, Inc. 1966.
2. Chase, Gilbert. The Music of Spain. New York: Dover Publications, 1959.
3. Cohn, Arthur. 20th Century Music in Western Europe. New York: Lippincott, 1965.
4. Harris, Jane A., et al. Dance a While. Minneapolis: Burgess Publishing Co., 1964.
5. Jones, Archie N. Introduction to Musical Knowledge. Minneapolis: Schmitt, Hall and McCreary Co., 1935.
6. Lang, Paul Henry and Broder, Nathan, ed. Contemporary Music in Europe. G. Schirmer, Inc., 1965.
7. Pannain, Guido. Modern Composers. New York: E. P. Dutton & Company, Inc. 1933.

B. Films--a possibility here would be a filmstrip dealing with the historical aspect of music.

C. Records

1. Music and Folklore of Spain. Researched by Professor Manuel Garcia Matos. New York: Gessler Publishing Company, Inc. 1972.
2. Spanish Songs for Children. New York: Gessler Publishing Company, Inc. 1972.
3. Children's Songs from Spain. Skokie, Illinois: National Textbook Corp., 1972.
4. Memories of Spain. Skokie, Illinois: National Textbook Corp., 1972.
5. Sardanas from Barcelona. Skokie, Illinois: National Textbook Corp., 1972.
6. Cantos de España. Skokie, Illinois: National Textbook Corp., 1972.

OUTLINE OF DEVELOPMENT OF MUSIC

I. Music has always been present in nature. Man did not create it; he merely uses new "arrangements."

II. Ancient Period

  A. Function in tribal life

  B. Biblical references

  C. Development in ancient countries

III. The Role of the Church in the Development of Music

IV. Secular Music in the Middle Ages

V. Impact of the Reformation on Music

  A. Printing

  B. Martin Luther

VI. Opera (suggest this be discussed briefly)

VII. Classical Period

VIII. Romantic Period

IX. Modern Music

  A. Realism

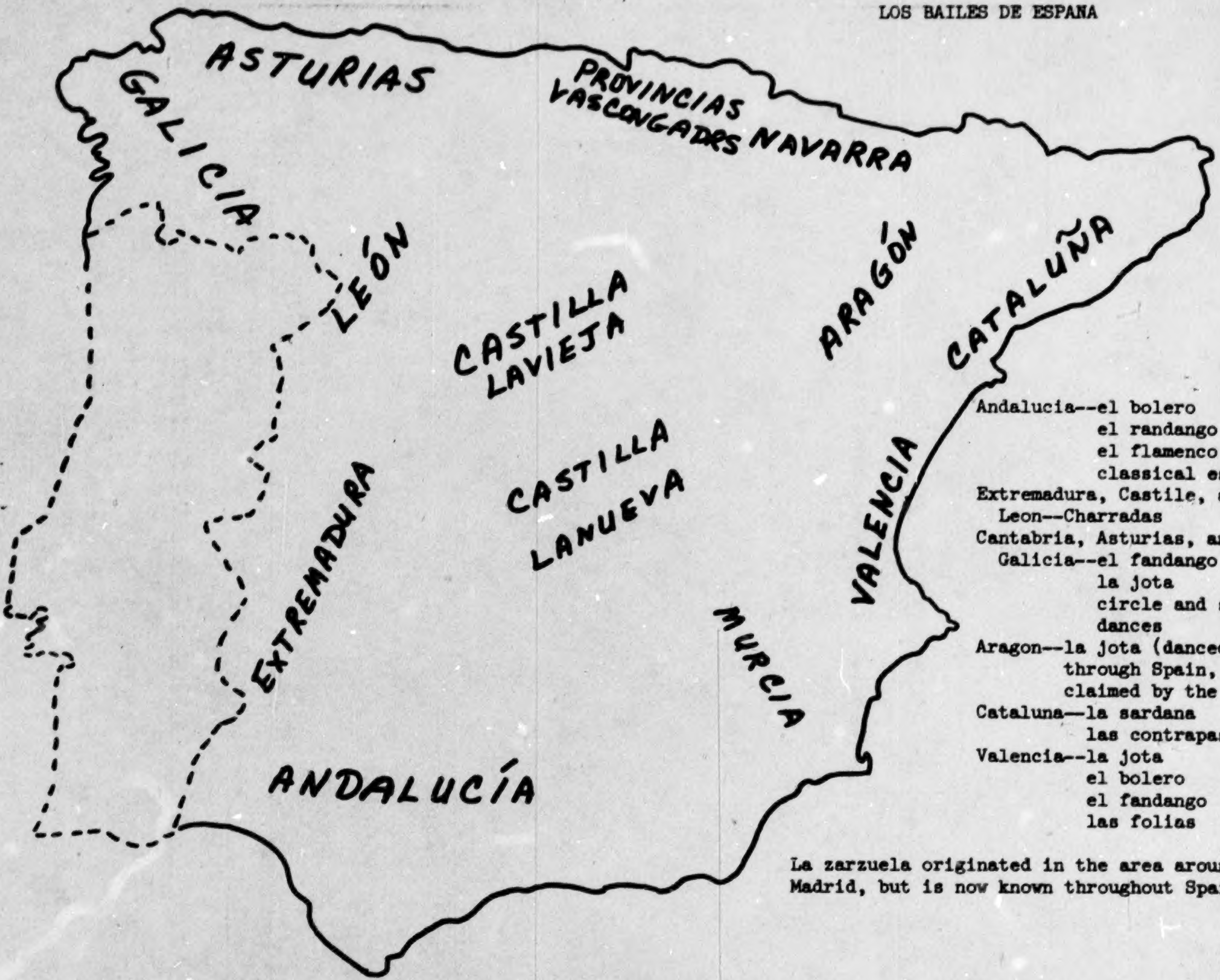
  B. Impressionism

  C. Futurism/ultra-modernism (terms for this "style" may differ according to sources)

*Please note that this is intended as a guideline to the teacher. After research, the teacher would probably wish to add to the outline to emphasize certain figures, inventions, etc.

**Remember also that for this information to be meaningful to the student, he will have to know something of the times which caused these developments.

LOS BAILES DE ESPANA


ASTURIAS
GALICIA
PROVINCIAS VASCONGADAS
NAVARRA
LEÓN
CASTILLA LAVIEJA
ARAGÓN
CATALUÑA
CASTILLA LANUEVA
EXTREMADURA
VALENCIA
MURCIA
ANDALUCÍA

Andalucia--el bolero
el randango
el flamenco
classical espano
Extremadura, Castile, and
Leon--Charradas
Cantabria, Asturias, and
Galicia--el fandango
la jota
circle and square
dances
Aragon--la jota (danced all
through Spain, but
claimed by the Aragone
Cataluna--la sardana
las contrapas
Valencia--la jota
el bolero
el fandango
las folias

La zarzuela originated in the area around Madrid, but is now known throughout Spain.

List of Research Topics

Composers and Musicians

Isaac Albéniz

Pablo Casals

Manuel de Falla

Enrique Granados

José Iturbi

Joaquín Rodrigo

Andrés Segovia

Dancers

Vicente Escudero

José Greco

Dance Forms

el bolero

el fandango

el flamenco

la jota

la sardana

la zarzuela

Instruments

la gaita	(bagpipe)
la guitarra	
la pandereta	(tambourine)
las castañuelas	(castanets)

Suggested Quiz

Day 11

Directions and quiz may be in English or Spanish, depending upon the level of the class.

Complete Ud. cada frase, escogiendo un nombre o una palabra de la lista siguiente: Manuel de Falla, castañuelas, jota, gaita, Granados, sardana, Escudero, flamenco, Iturbi, bolero, zarzuela, Segovia, pandereta, Casals.

1. El ________ es un baile de Andalucía.
2. En Galicia se oye mucha música producida en la ______.
3. El guitarrista más famoso del mundo es ________.
4. __________ fue el más importante de los compositores españoles. Compuso "El Amor brujo."
5. El baile de Aragón es _________.
6. _________ es el mejor violoncelista del mundo.
7. Un instrumento sólo de las manos es __________.
8. Un bailarín famoso es _________.
9. __________ se emplea para acompañar la música.
10. _________ escribió música basada en las obras de Goya. Compuso música para el piano.

TEST ON MUSIC
(30 points)

I. Escuchen ustedes las selecciones del disco. Entonces, den ustedes el nombre del baile y su región. (8 puntos)

1.

2.

3.

4.

II. La profesora va a leer unas biografías de unos compositores y músicos. Escuchen Uds. bien, y entonces den el nombre de la persona. (6 puntos) (The teacher will have prepared short biographical sketches of such figures as de Falla, Segovia, Casals, etc.)

III. Identifiquen ustedes las palabras como a) músicos b) compositores c) bailarines d) instrumentos e) bailes. (10 puntos) (Select the 10 items using the research list, reports, and other material covered in class.

IV. Escriban ustedes una composición sobre una de las temas siguientes:

A. El Baile en España

B. La Musica de hoy día de España

C. La Vida de un Compositor

(The teacher should provide a guideline as to language used and length.)

I. Course Title - Una Visita a México

II. Course Description

A. General description - to learn how it feels to speak Spanish with native speakers in this hemisphere, to appreciate their culture and the Indian influence, and, in short, how it feels to be Mexican and live in Mexico. The course has 30 lessons which could be used for one quarter or could be divided into six mini-courses of five lessons each for a period of approximately two weeks.

B. Prerequisites - after three semester of Spanish, may be used for a complete quarter course, or might be started after one quarter of Spanish with the first two mini-courses and followed by two mini-courses each quarter thereafter.

C. Scheduling - Complete for one quarter or sprinkled in mini-form through first two years.

D. Credit - a mark based on one quarter's work or fraction thereof.

III. Objectives

A. General - Improved knowledge of land and people south of the border.

B. Linguistic - Improved pronunciation, more fluent conversation, and special attention to words and expressions which are particularly Mexican.

C. Geographic - better knowledge of the contrasts of Mexico from the airport at Mexico City to the resorts such as Acapulco to the southern countryside.

D. Cultural - an appreciation of the art, education, music, and beauty of this country, especially emphasizing the fact that all of Mexico is not typified by the lazy man asleep in the shade with his sombrero pulled down over his eyes and that everyone does not travel by burro.

IV. Content

I. mini
1. Llegado a Mexíco
2. Del Aeropuerto al Hotel
3. Una Invitación
4. Un Restaurante típico
5. El Reloj y El Calendario

II. mini
6. Visita de Cortesía
7. Un Día de negocios
8. Viene el Médico
9. En el Mercado
10. Repasando los Colores

III. mini
11. Un Paseo Por El Parque
12. Puntos Históricos
13. Un Encuentro Inesperado
14. Asuntos Legales
15. La Pelicula de Hoy

IV. mini
16. Por los Canales

17. Viajando Por Tren
18. Bien Vestido
19. Vocaciones
20. Recuerdos de la Juventud
V. 21. Servicios de Correo
mini 22. Palabrerías
23. Un Viaje en Automóvil
24. Fiesta de Domingo
25. Una Carta Robada
VI. 26. El Noviazgo
mini 27. Comprando regalos
28. Arreglos Financieros
29. Buscando Casa
30. El Día de La Boda

V. Learning Strategy

A. Pre-test--not applicable beyond introductory questions such as:
¿Qué saba Ud. de México? y de los méxicanos?

¿Cómo se puede ir a México?

¿Quién fue a Mexico el verano pasado? Díganos algo de su viaje, por favor. ¿Tiene usted muchos recuerdos?

¿Conocen Uds. a alguien de México? ¿Unas Ayudantes? Unos estudiantes de Missouri Valley College?

¿Les gustaría un viaje a Mexico?
Pues vámonos ahora.

B. Conditions of learning--classroom with many posters, maps, realia, etc.

C. Learning activities--listening, speaking, conversation, study of script sheets, vocabulary lists, checklists, examination of maps, realia, etc., tests, compositions keeping a daily log of tour with notes.

D. Functions of components--to improve knowledge, understanding, and appreciation of Mexico and the Mexican people.

VI. Learning Components

A. Commercial materials
1. Pathescope-Berlitz Audiovisual Language Series in Spanish
2. Student scripts and vocabulary tests for above
3. Travel maps and posters

B. Teacher prepared materials

1. Checklists
2. Tests
3. Collection of realia and source materials

C. Community resources

1. Mexican students at Missouri Valley College
2. Many citizens who have visited Mexico and have slides. One man, in particular, who is interested in archaeology, has made some 'digs' in Mexico.

D. Equipment

1. Slide projector and opaque projector and screen
2. Tape recorder
3. Record player

E. Realia -- postcards, figurines, pinatas, money and money converter cards, flags, pottery, silver, jewelry, furniture, carvings, travel brochures, newspapers, magazines, costumes, Sanborns books, tourist maps, etc.

VII. Resources

A. Bibliography

1. Pathescope-Berlitz Films Inc., 71 Weyman Ave , New Rochelle, N.Y. Audio-Visual Language Series in Spanish.
2. Time-Life Series-Latin American Cooking, New York, 1971.
3. Modern Language Testing, Rebecca Valette, Harcourt, Brace, Jovanovich, Chicago, 1967.
4. Individualization of Instruction in Foreign Languages, Center for Curriculum Development, Philadelphia, 1972.
5. The Development of Modern Language Skills, Kenneth Chaslain, CCD, Philadelphia, 1972.
6. The Successful Foreign Language Teacher, Robert Politzer, CCD, Philadelphia, 1972.

B. Films

1. Pathescope-Berlitz Spanish Series

C. Records

1. Mexican Sing-Along Folk Songs
2. Viva la Gente
3. The Man from Mexico-Miguel Aceves, Mejia

The daily procedure for these lessons will be the same as those of Une Visite en France. The checklist word list, mini-test, main test, and list of places visited will be similar.

I. Course title: Humor, the Universal Language, A Study of Comic Strips in Spanish

II. Course Description
- A. A study of a type of humor, comic strips, with which the students are familiar, placed in the context of another language and another means of expression.
- B. The student should have already completed one or two semesters of Spanish.
- C. The material will be used during the regular fifty-minute class period in one of the following ways:
  - a. At the beginning of the period to stimulate conversation and to give the student a "warm-up" in Spanish
  - b. At the close of the period or on days when a refreshing change from routine is desirable
  - c. As a regular entire-class procedure
- D. Credit for the portion of the quarter used in this unit may be based on the following points:
  - a. Student's class participation in answering questions and discussing comic strips.
  - b. Any written assignments, either answering questions or free compositions on Spanish regarding the material
  - c. Acting out the comic strips given with other students.
  - d. With other students, improvising their own skits, based on the type of humor they have seen in "Peanuts"

III. Objectives
- A. To encounter on everyday, humorous situation as seen from the viewpoint of another language.
- B. To associate action and emotion with Spanish, both in words and in kinesic reactions (gestures, facial expression, etc.)
- C. To consider the idioms that Spanish speakers use to express ideas most precisely for them.
- D. To develop an awareness of Oncmatopoeia in another language and to see how that language affects even how one hears sounds.
- E. To act out scenes given in cartoons from memory with many gestures and a propriate, natural actions.
- F. To prepare and/or improvise original scenes using comic situations.

IV. Content - Forty-eight ditto sheets containing cartoons from Hay Que Ayudarte Charlie Brown with space provided for questions, vocabulary notes, or student notes.

V. Learning Strategy
- A. Pre-testing does not seem applicable here, although part or all of a class period should be devoted to discussing what makes something funny and, perhaps, the nature of humor the students are familiar with in "Peanuts."
- B. Conditions of learning would be the regular classroom in the regular period with the full class.

C. Learning activities would include the following:
   1. Class discussion
   2. Relating more than one of the cartoons by preparing to present from memory a series of the comic strips given.
   3. Improvising comic situations in Spanish.
   4. If available, studying other comic strips in Spanish, preferably those originating in Spanish-speaking countries.

D. The basic components will be the dittos containing the comic strips, which will provide the students with real-life situations to analyze from the standpoint of another language.

VI. Learning components
   A. Commercial materials used include the book, Hay Que Ayudarte Charlie Brown and other comic strips in Spanish that would be in the teacher's possession.
   B. The teacher must use the book to prepare thermal masters directly from the book and transfer the cartoons to regular masters, from which she can add anything else of value.
   C. Community resources--none, in our situation.
   D. Equipment--none, except perhaps a tape recorder for recording student's presentations.
   E. Realia--Comic strips from other countries.

VII. Resources
   A. Bibliography
      Hay Que Ayudarte Charlie Brown, Holt, Rinehart and Winston, Inc., New York. Price $1.50. This particular copy was purchased at the University of Missouri bookstore.
   B. Films--none.
   C. Records--none.
   D. Tapes--no prepared tapes--only ones students record themselves.
   E. The teacher may wish to prepare transparencies for the overhead projector using the comic strips and to present part or all of the cartoons in this manner rather than, or in addition to, placing the dittos in the hands of the students.

Introduction--Discuss the nature of humor and specifically the nature of "Peanuts" humor. Include types of situations involved. Personalities of characters, and stock phrases such as "Rats!," "The Great Pumpkin," and others. Ask such questions as ?Le gusta los cómicos? ?Qué hace Ud, sonreír, reír? and so on.

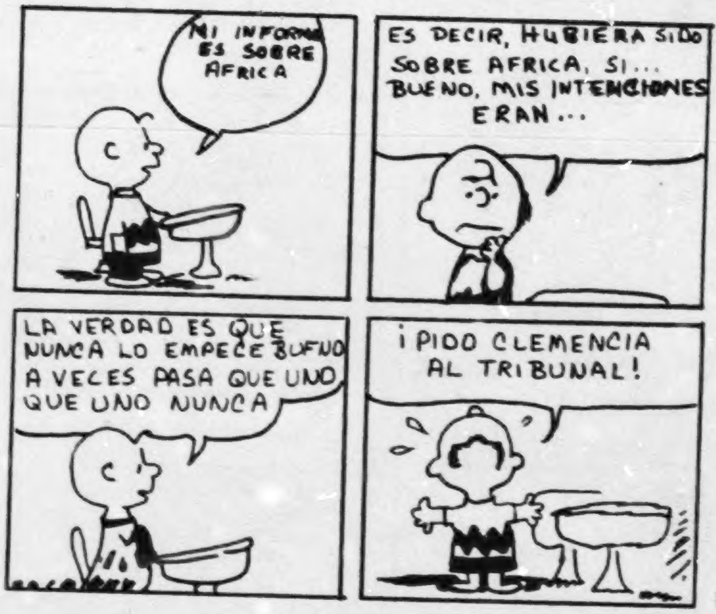
State that people all over the world enjoy laughing and that sometimes they laugh at the same things as we do, while at other times they do not. State that Charlie Brown and his friends have many other friends all over the world, and that we are going to look at Charlie as a Spaniard or Latin-American would see him.

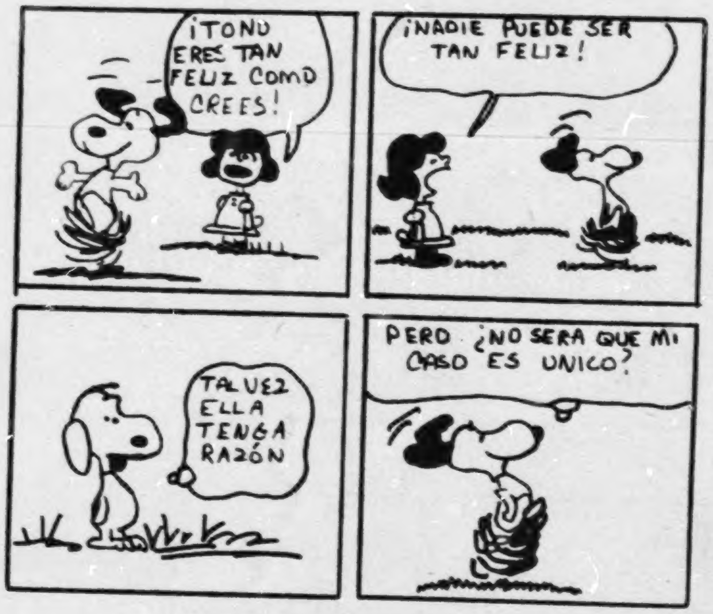
Class activities--Teacher distributes dittos at appropriate time in class period and allows students time to look over them. She may begin by asking general questions such as "Qué hace Charlie Brown (Snoopy, etc.)? ?Dónde están los ninos? and go from there to specific questions about the cartoons, such as ?Qué significa "girasoles"? or "Qué animal dice "Cuas"? or even "Por qué le ataco a Lucy la frazada de Linus?

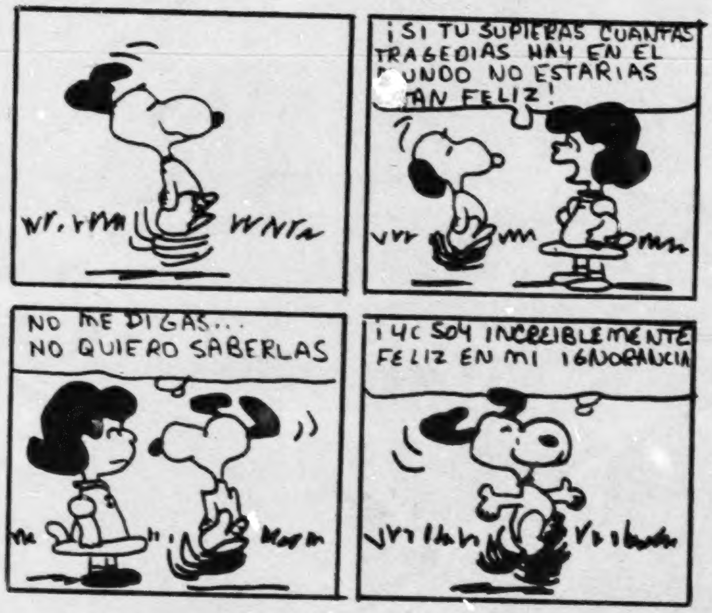
The students may wish to discuss among themselves the nature of the comic strips, ask questions, and the teacher may wish to appoint various students to lead the discussion rather than assuming that role herself.

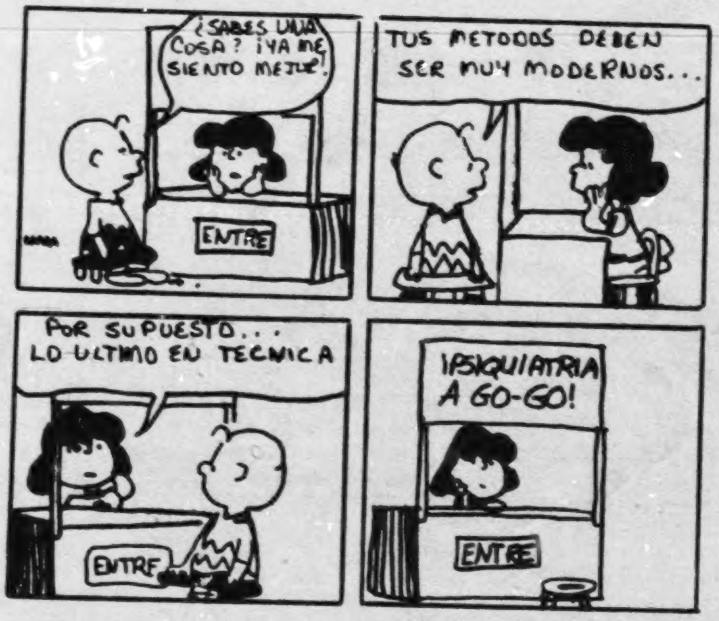
Periodically during the unit, or when the students themselves initiate the idea, students may participate in dramatizing situations from the comic strips. First, they should memorize and set out one or a series of the Charlie Brown situations, and as they get ideas, they may wish to create their own situations.

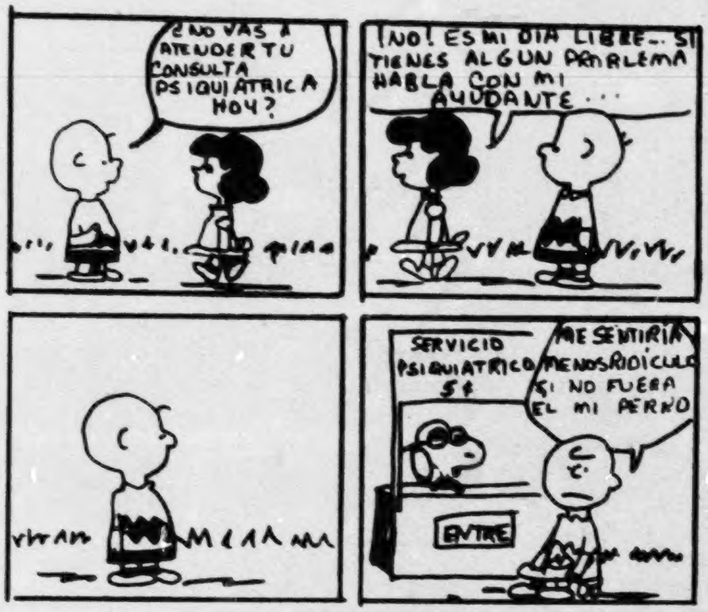
This unit can be done in fragments or presented whole, depending on the enthusiasm of the students and other matters that must be attended to. It is the type of thing that students should not be forced into, but that should be utilized to the degree that the students are willing to participate. It may well be that the enthusiasm generated here will lead to study of other sources of Spanish humor that could continue on an occasional basis throughout the Spanish program in that school. Humor is, indeed, a universal means of expression.


MI INFORME ES SOBRE AFRICA
ES DECIR, HUBIERA SIDO SOBRE AFRICA, SI... BUENO, MIS INTENCIONES ERAN...
LA VERDAD ES QUE NUNCA LO EMPECE BUENO A VECES PASA QUE UNO QUE UNO NUNCA
¡PIDO CLEMENCIA AL TRIBUNAL!


¡TONO ERES TAN FELIZ COMO CREES!
¡NADIE PUEDE SER TAN FELIZ!
TALVEZ ELLA TENGA RAZÓN
PERO ¿NO SERA QUE MI CASO ES UNICO?


¡SI TU SUPIERAS CUANTAS TRAGEDIAS HAY EN EL MUNDO NO ESTARIAS TAN FELIZ!
NO ME DIGAS... NO QUIERO SABERLAS
¡Y SOY INCREIBLEMENTE FELIZ EN MI IGNORANCIA


¿SABES UNA COSA? ¡YA ME SIENTO MEJOR!
ENTRE
TUS METODOS DEBEN SER MUY MODERNOS...
POR SUPUESTO... LO ULTIMO EN TECNICA
ENTRE
¡PSIQUIATRIA A GO-GO!
ENTRE


¿NO VAS A ATENDER TU CONSULTA PSIQUIATRICA HOY?
¡NO! ES MI DIA LIBRE... SI TIENES ALGUN PROBLEMA HABLA CON MI AYUDANTE...
SERVICIO PSIQUIATRICO 5¢
ME SENTIRIA MENOS RIDICULO SI NO FUERA EL MI PERRO
ENTRE

LA COMIDA MEXICANA -- a two week unit or a mini course of 10 classes.

La Comida Mexicana

II. Course description:
   a. a Study of Mexico's food past and present.
   b. preroquisite - Spanish I
   c. credit - 20% - 25% of quarter grade if used as a unit, or might be used with another mini course for a fraction of unit.

III. Objectives:
   a. to acquaint the student with Mexican food, its history and present.
   b. to observe contributions of Mexican food to our own culture.

IV. Content and learning strategy:
   a. pre-test using a self-inventory test.
   b. most of work to be done in class room, food preparations at home and classroom and a dinner to be held in the cafeteria.
   c. learning activities:
      1. lectures by teacher and use of tape
      2. independent reading and reports
      3. vocabulary study
      4. planning and outside preparation of dishes of a visit to Mexican restaurant.
      5. planning of decorations for dinner.
      6. class preparation of simple dish.
      7. film - 16 mm showing a Mexican family and their farm their reliance on the crops raised, kitchen and equipment, food and drink preparations and eating habits.
      8. independent student activity - from bulletin board display using food term or capsule distionary (small) illustrating foods on vocabulary list.

V. Learning components:
   a. commercial materials - food items used in preparations from local stores
   b. teacher prepared materials
      1. vocabulary lists
      2. lectures from "Mexico's Cuisino" presented by teacher
      3. recipes
      4. handout information to accompany
   c. community resources:
      1. public and college libraries.
      2. interviews with individuals from community with knowledge of subject.
      3. Mexican restaurant
      4. guest or guests to be chosen to be invited to La Comida on last day.
   d. equipment:
      1. tape recorder
      2. 16 mm projector
      3. outside reference materials
   e. realia:
      1. Mexican pottery and utensils
      2. tablecloths from Mexico

3. menu from Sanborns
4. tissue paper flowers similiar to those sold in Mexican gift shops; used as decorations made by students

VI. Resources

- a. bibliography
  - 1. Mexico's Cuisine Pemex Travel Club, Avonida Juarez no 89, Mexico 1, D. F. (Free pamphlet)
  - 2. A Treasury of Mexican Folkways Frances Toor, Crown Publishers New York
  - 3. Cuisine of the Americas Mary Faulk Koock - Cookbook Assoc. The Encino Press, San Antonio, Tex.
  - 4. The Collector's Cookbook Woman's Day magazine, Mexican Cookery, # 85
  - 5. Primera Vista lesson 36, Allyn Bacon Publishers, Dallas Texas
- b. films
  - 1. A Mexican Village 16 mm film in color, in Trenton Junior College library, sound in Spanish
- c. tape
  - 1. La Comida Mexicana

Lesson Plans for Mini Course - La Comida Mexicana

First day - Short inventory test given to determine prior knowledge and to stimulate students' thinking.
Introduction to course, passout course outline, to be discussed overall picture of course.
Lecture on food in Mexico starting at time of Spanish conquest, foods served in the court of Moctezuma etc. information to come from pamphlet of Pemex, Mexican Cuisine.
Pass out vocabulary with emphasis on pronunciation.
Assignment - study vocabulary words

Second day - Short review of first day and vocabulary terms.
Continue history with emphasis on Mexican contributions of food to world.
Assignment - Give to students article of La Comida Mexicana to be studied for third day, and review questions. Lesson 36 of Primera Vista to be read for following day also.
General assignment of future - Obtain recipes of Mexican origen to be brought to class.

Third day - Discuss for comprehension Lesson 36, Primora Vista (Que Comen Los Hispanoamericanos).
Conversation using the 10 questions of article La Comdia Mexicana.
Listen to Tape - La Comida Mexicana, it may be of value to hear it more than once.

Fourth day - Show the 16 mm film, A Mexican Village (Un Pueblo Mexicano).
Prior to film, set up guide questions and write on board to give students ideas to watch for.
After viewing film, have a short discussion covering the guide questions.
Assignment - review from notes information obtained from lectures, tapes and film.

Fifth day - Short answer quiz. (final food project of meal to be held last day.)
Discussion concerning food project for course - class and teacher planning.
Assignment - food project to be prepared in class.
Gucamolo - 4 large ripe avocados
2 ripe tomatoes
4 tbsp. onion minced
2 tsp. lemon juice

Peel and dice avocados and tomatoes. Hash together with fork to a paste. Add onion and lemon juice. Serves 8

Toritos or Fritos to accompany Guaeamole.
Have class brigg avocados (ripe - they should not feel hard, but give slightly then squeezed gently. Buy 2 - 3 days in advance and keep where warm.

Sixth day - Class preparation and consumption of Guacamole (to be served in Mexican pottery)
Discuss recipes and vocabulary list
Assignment - translate recipe for seventh day.

Seventh day - Check recipes.
Brief lecture of holidays and related foods.
Día de los Muertes (Nov. 2) (Pan de los muertes)
Día de los Reyes Magos (Jan. 6) (Rosca de Reyes)
Las posadas y La Noche Buena (menu of the typical meal of Noche Buena) If possible teacher prepare and serve Rosca de Reyes (put penny in batter for good luck for the student who receives it.)

Eighth day - During class finalize plans for meal on last day.
1. decorations
2. menu
3. invite guest from Latin America if possible
Assignment - quiz to be given on ninth day over vocabulary terms matching with English descriptions.

Ninth day - Quiz over vocabulary as assigned previous day.
Finish all work associated with the dinner.

Tenth day - La Comida Mexicana, prepared by students at home with aid of mother to be served in cafeteria or Home Ec. room which ever is most acceptable. (This could be held in evening at school if prefered.) An alternate to the last day and its meal could be a visit to a Mexican restaurant and a more intensive study of menu before the visit.

LA COMIDA MEXICANA VOCABULARIO

1. cortar - to cut
2. poner - to put
3. añadir - to add
4. tapar - to cover
5. freir - to fry
6. batir - to beat
7. mezclar - to mix
8. comer - to eat
9. despacio - slowly
10. durante - during
11. dar la vuelta a - to turn over
12. cuenco - bowl
13. sartén - frying pan
14. mezcla - mixture
15. el mantel - tablecloth
16. el plato - plate
17. el cuchillo - knife
18. el tenedor - fork
19. la cuchara - spoon
20. el vaso - glass, vase
21. la taza - cup
22. el platillo - saucer
23. la servilleta - napkin
24. el salero - salt cellar
25. el pimentero - pepper-shaker
26. la escudilla - bowl
27. la azucarera - sugar bowl
28. la jarra - pitcher
29. el plato - dish
30. la fuente - platter
31. la bandeja - tray
32. la botella - bottle
33. el aparador - sideboard
34. la estufa - cookstove
35. el horno - Oven
36. el fregadero - sink
37. el cajón - drawer
38. el refrigerador - refrigerator
39. el rodillo de pastelero - rolling pin
40. el saco - sack
41. el cubo, el balde - bucket
42. la bateria de cocina - utensils
43. la vajilla - dishes
44. el pano de cocina - dish cloth
45. la cacerola - stew pan
46. la tapa - cover (for kettle)
47. el puchero, la olla - pot
48. la cafetera - coffee pot
49. la tetera - teakettle, teapot
50. el jarro, el botijo - water jug

Following is a very condensed dictionary of Mexican dishes.

ALBONDIGAS: Mexican meat balls
ALUBIAS: Kidney beans cooked with different kinds of sausage, flavored with olive oil, garlic, onions.
ARROZ: Rice, but never "just rice".
ATOLE: Corn gruel flavored with vanilla, chocolate, or fruits.
BACALAO: Codfish, usually prepared "a la vizcaina" with potatoes, tomatoes, olives, capers onions and mild chilli pepers.
EMPANADA: Little tart filled with meat, fish or potato.
ENCHILADAS: Tortillas fried in oil, rolled around chicken, then covered with tomato sauce and garnished with grated cheese, onion rings, lettuce.
FLAN: Custard with carmel sauce.
FRIJOLES: Dried beans, either black, natural color, kidney beans etc.
FRIJOLES REFRITOS: Twice fried beans, garnished with grated cheese and toasted tortillas.
MOLE: Sauce or turkey, chicken or meat, made of ground dried chillis, sesame seed, toasted almonds and peanuts, spices, anise, garlic onion, fried tortillas, a little bread, chocolate. This is all ground, fried and has stock added to it. There is also green mole, made of green chile peppers, peas, squash seeds, lettuce leaves, garlic and onion.

LA COMIDA MEXICANA VOCABULARIO (CONT.)

PAELLA: Rice cooked with pieces of chicken, sea food such as shrimp and clams, diced potatoes, peas, carrots, slices of red pepper.

PINOLE: Toasted corn meal, sometimes mixed with peanut flour and sugar.

POZOLE: Hominy cooked with meat from pig's head, onion, chilli sauce seasoned with lemon and wild marjoram.

QUESADILLAS: Tortillas of corn flour filled with meat, potatoes or cheese and either fried in deep fat or cooked without oil on a griddle.

TACOS: Tortillas filled with meat and either fried or left unfried.

TAMALES: These vary according to the region. The ordinary tamale is corn dough filled with meat and a little green or red chilli, or with raisins and sugar and pink vegetable coloring, wrapped in corn leaves and steamed for hours. In Oaxaca and Veracruz the tamales are very large, are wrapped in banana leaves in square form, and are filled with many things, such as sea food and chicken.

TORTAS: The Mexican equivalent of sandwiches. These are made on rolls and are filled with meat or cheese or fish plus mashed beans, avocado, thin sliced onion and a little chilli.

BARBACOA: Barbecued lamb.

TEQUILA: White and transparent or amber colored if aged and is distilled from the agave or maguey.

SIDRA: Bubbly champagne-type cider.

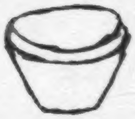
SPANISH MENU TRANSLATOR

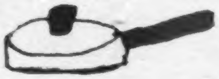
BREAKFAST	DESAYUNO
LUNCH	COMIDA
DINNER	CENA
Bread	Pan
Butter	Mantequilla
Salad	Ensalada
Soup	Sopa
FISH	PESCADOS
Snails	Escargots
Lobster	Langosta
Shrimp	Gambas
Clams	Almejas
Oysters	Ostras
EGGS	HUEVOS
Omelette	Tortilla
Boiled Eggs	Huevos pasados por agua
Poached Eggs	Huevos Escalfados
Fried Eggs	Huevos Fritos
Scrambled Eggs	Huevos Revueltos
With Bacon	Con Bacon
With Ham	Con Jamón
MEATS	CARNES
Veal	Ternera
Pork	Cerdo
Beef	Vaca
Roast	Rosbif
Steak	Filete
Turkey	Pavo
Chicken	Pollo
Ham	Jamón
Lamp	Cordero
Chops	Chuletas
CHEESE	QUESOS
VEGETABLES	LEGUMBRES
Peas	Guisantes
Beans	Judias
Carrots	Zanahorias
Cabbage	Repollo
Asparagus	Espárragos
Broccoli	Brocoli
Potatoes	Patatas
Fried	Fritas
Boiled	Cocidas
Baked	Asadas
Mashed	en pure
Tomatoes	Tomates
Celery	Apio

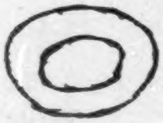
Cauliflower	Coliflor
Corn	Maíz
Lettuce	Lechuga
Onions	Cebollas
Rice	Arroz
Beets	Remolacha
Sandwich	SANDWICH o BOCADILLOS
FRUITS	FRUTAS
Apple	Manzana
Pear	Pera
Peaches	Melocotones
Strawberries	Fresas
Grapes	Uvas
Melon	Melón
Raspberries	Frambuesas
Bananas	Platanos
TO DRINK	BEBIDAS
Milk	Leche
Mineral water	Aqua mineral
Tea	Té
Coffee	Café
Wine	Vino
Chocolate	Chocolate
DESSERT	POSTRES
Pie	Pastel de Fruta
Cake	Tarta
Pudding	Pudding
Ice cream	Helado de vainilla
Pastry	Pasteles y pastas
Cookie	Galletas
Candy	Bombones y caramelos
MISCELLANEOUS	Varios
With	Con
Without	Sin
Oil	Aceite
Garlic	Ajo
Salt	Sal
Pepper	Pimienta
Sugar	Azucar
Cream	Crema
Hot	Caliente
Cold	Frío
Rare	Poco hecho
Medium	en su punto
Well-done	muy hecho
Boiled	en su punto
Broiled	cocido
Baked	A la parrilla
Fried	Frito
Creamed	Con crema

Tortilla de papas

Necesitas


un cuenco


una sartén
con tapa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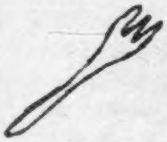
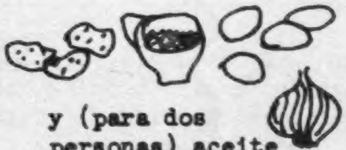
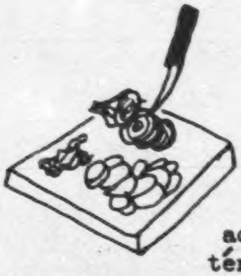
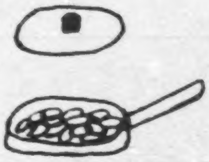
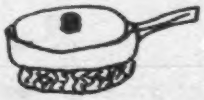

un tenedor

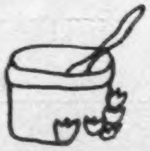

y (para dos
personas) aceite
(media taza) tres papas
cuatro huevos
una cebolla pequeña

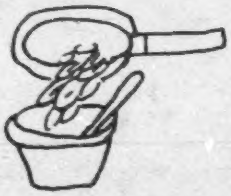
Acción

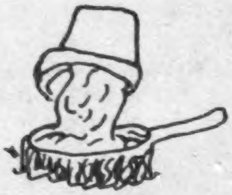

Cortar las papas y
cebolla

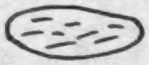

Poner el
aceite en la sar-
tén a calentar

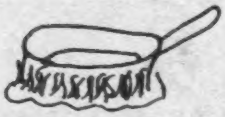

Freír despacio
durante un cuarto de
hora

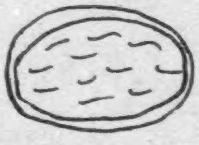

Batir Los
huevos


Añadir las papas
y la cebolla


Añadir al aceite la
mexcla de huevo, papa
y cebolla y freír rápida-
mente durante dos minutos


Dar la vuelta a
la tortilla


Freír el otro lado
durante dos minutos


Comer la tortilla

¡Qué buena!

MEXICAN RECIPES

Sopa De Fideo (Thin Noodle Soup)
Serves Four

4 ounces noodles (1 ounce per person)
½ can tomato soup
4 cups water
1 small onion
½ cup grated cheese

In clay casserole, fry noodles (the thinnest you can buy) in butter, until golden brown, turning constantly so they don't burn. When brown, add finely chopped onion and tomato soup. Push around with a fork for a minute; then quickly pour 4 cups water into casserole; allow to simmer 5 minutes. Salt and pepper to taste. Place cheese on top and serve immediately.

ARROZ (RICE)
Serves six

1½ cups rice
3 T. oil
4 garlic cloves
1 cup tomato sauce
1 T. chopped onion
3 cups water

Soak rice 15 minutes in very hot water. Meanwhile, heat oil in casserole. Add 2 garlic cloves to oil, when very dark brown, remove. Wash rice in cold water, then brown lightly in hot oil. Add tomato sauce or 1 large mashed tomato, garlic cloves, onion and water (in varying the size of the recipe, always use twice as much water as rice), salt and pepper. Boil 15 minutes over high flame, then turn very low and let rice dry, uncovered, without stirring it.

PAELLA (SPANISH RICE)
Serves six

This is the most exotic of all rices, the genuine Spanish variety, and a meal in itself. Make the rice with above recipe or use precooked rice; while it is cooking add parboiled chicken cut into pieces including liver and giblets, ½ cup diced carrots, ½ cup shelled peas, 2 cups diced potatoes, 1 cup small clams and a pinch of seffron. Decorate with strips of canned pimentos.

GUACAMOLE

Peel avocados, mash. Leave the pits so the meat will not become dark. Add chopped fresh tomato, minced onion, coriander, salt, pepper, a little chilli powder and a dash of oil, all to taste. This is good spread on crackers or used as a dip for the chips or fritos.

CORN CAKE (PANQUE DE ELOTE)

1 dozen ears of corn
1 cup cottage cheese
1 dozen eggs
1½ cups sugar
1 t. cinnamon
1 bar butter

Cut the grains off the ears of corn, beat in blender. Put mush in mixture with sugar, cinnamon and cottage cheese. Add egg yolks one by one. Beat egg whites stiff and add lightly to mixture. Pour into greased pens, place pieces of butter on top. Make at 350° for 45 mins.

POLLO CON ARROZ

1 chicken weighing 2 1/2 - 3 pounds
5 T. fat or salad oil
1 medium onion, chopped
1 clove garlic, minced
4 cups canned tomatoes
1 cup rice
1 t. salt
1 green pepper, sliced into rings

Cut chicken into serving pieces. Dip in flour seasoned with salt, pepper, and paprika. Cook in hot fat until delicate brown. Arrange in greased three quart casserole. Cook onion and garlic in remaining fat until soft. Add to chicken. Sprinkle rice in liquid around chicken. Add tomatoes and salt. Cover tightly. Bake in moderate oven 350° for 1 1/2 hours. Add green pepper in last 20 minutes of baking time. Serves four to six.

FIESTA DE FRIJOLES

2 cups or 1 no. 303 can cut green beans
2 cups or 1 no. 303 can red kidney beans
2 cups or 1 no. 303 can wax beans
1/2 cup sweet onion, chopped
1/2 cup green pepper, chopped
1/2 cup salad oil
1/2 cup white vinegar
3/4 cup white sugar
1 t. salt

Drain beans and combine with remaining ingredients. Cover and refrigerate for 24 hours.

TACOS

1 pound ground beef
1/2 t. salt
1 t. garlic salt
1/8 t. pepper
1 small can tomato sauce
1 dozen small corn tortillas (toco shells work well here)
1/2 cup oil
grated cheese
lettuce, cut fine
chile sauce

Brown beef in salt; add garlic salt and pepper. After browning, add tomato sauce and cook 10 to 15 minutes on low heat. Place a large tablespoonful of the meat mixture in each uncooked tortilla. Fold in half with meat in center. Heat over to 350° for about 10 minutes to crisp tortilla shells. Sprinkle with grated cheese, lettuce and the chile sauce.

ALBONDIGAS A LA MEXICO
(Meatballs)

1 1/2 pound ground beef
1 t. salt
1 t. chili powder
1 T. grated onion
1 cup bread crumbs
1 egg beaten
1 quart meatbroth, highly seasoned with salt and pepper
2 T. flour
Cooked spaghetti

Mix meat with salt, chile powder, onion, bread crumbs and beaten egg, Make into small balls. Heat meat broth to boiling; drop in meatballs. Reduce heat; allow to simmer until meatballs are done, but in shape about 40 minutes. Arrange on hot platter, with spaghetti. Garnish with rings of onion, green pepper and parsley. Serves 6-8.

ENSALADA DE REPOLLO

4 cup cabbage
1/2 cup diced green pepper
1/2 cup diced pimento
1 cup stuffed chopped olives
2 medium sized onions finely diced
1/2 cup mayonnaise
1/2 cup chili sauce

Combine cabbage, green pepper, pimento olives and onions. Chill. Mix mayonnaise and chili sauce. Mix lightly with the cabbage sald.

ENSALADA DE NOCHE BUENA
Christmas Eve Salad

This is a traditional salad for the night before Christmas. In Mexico it used to be served only with sugar, but now many prefer French dressing or mayonnaise.

1 head lettuce, shredded
3 sliced cooked beets
3 sliced cored red apples
3 slices pineapple, quartered
2 peeled oranges sliced
2 bananas sliced
1/2 cup roasted peanuts
1/2 cup pomegranate seeds (omit, since they are unavailable)

Spread lettuce on a large plate, then arrange beets and fruits in a symmetrical manner with colors contrasting. Sprinkle with nuts and pomgranate seeds and serve dressing separately. Serves 8.

CHURROS

Similar to doughnuts. In Spain made at fairs in machine similar to our cotton candy machines at carnivals. Served as long sticks with sweet center.

4 T. butter, cut in pieces
1/2 cup of water
1/8 t. salt
1 1/4 cup flour
3 eggs
1/2 t. vanilla
Salad oil
1/2 t. cinnamon
1/2 cup sugar

In medium saucepan, combine butter and water. Bring to a boil; add salt and remove from heat. Add flour all at once; beat with wooden spoon for 2 minutes. Remove from heat; let cool. Beat in an egg at a time. Add vanilla and continue beating until mixture is satiny. Press mixture through fluted tin pastry bag or cookie press one-half inch opening. With wet scissors cut into 2 inch wide strips as it drops in fat heated to 350°. Fry for 2 minutes on each side. Do a few at a time. Drain; roll in cinnamon and sugar mixture. Makes about 30.

PLATANOS AL HORNO
Baked Bananas

6 ripe bananas
1/2 cup lemon juice
1/4 t. vanilla
3 T. brown sugar
1/4 t. cinnamon

Heat oven to 425°. Placed peeled bananas in a baking pan. Cover each with lemon juice and vanilla. Sprinkle each banana with brown sugar and cinnamon. Bake for 7 minutes. Serve hot. Makes 6 servings.

I. Spanish Cuisine (i.e. native to Spain)

II. A. This course is designed to expose the students to Spanish culture and geography through the art of cooking.

B. The only prerequisite is nine weeks of Spanish to enable the student to pronounce the terms.

C. The sessions will last 25 minutes each for a period of two school weeks.

D. Credit is not applicable except that the grades obtained during the mini-course will apply to the quarter grade.

III. Objectives

A. To illustrate that there is a difference between the food of the United States and Hispanic food.

B. To point out economic and geographical reasons for the types of foods eaten.

C. To give the students a working vocabulary of the material covered (e.g. ordering in a restaurant).

IV. During the mini-course, we will discuss each of the courses of a "Typical Spanish meal." The students will also be given opportunities in role-playing such as ordering and buying food. Ultimately, the students could prepare some foods themselves. Perhaps in conjunction with the home economics department, these foods could be studied by two groups and then prepared jointly. This would be an option for the teacher to decide.

V. The conditions of learning will involve class size and room facilities. Based on these two factors, either individual or small group research will be utilized, followed by a presentation. Resource materials should be available in the room.

A. Learning activities could be implemented with the following 10-day lesson plan:
1. Day 1
   a. Ask students the meaning of the term cuisine. Then supply the Spanish synonym comida.
   b. Encourage students to give examples of Mexican and Spanish cuisine and explain the difference to them.
   c. If possible have a sample of Spanish cooking for the students to taste. Three examples are gazpacho, almond cookies, or bizcocho de coco.

    d. Ask students to provide vocabulary they feel they will need. (Include both cooking terms and food names.)

2. Day 2
    a. Hand out vocabulary sheets. This includes the terms mentioned on day 1 plus any that the teacher might add. Pronounce the words and ask some simple questions. Examples are: Le gusta la carne? Tenemos esta fruta en los Estados Unidos?
    b. Mention the basic courses and foods native to Spanish cooking.
    c. Give examples of customs and practices concerning marketing and meals. An example of a market practice is that fish is never bought before 10 a.m. as it would assuredly be left over from the previous day.

3. Day 3
    a. Review without the vocabulary sheet. An optional ten point vocabulary quiz may be given.
    b. Point out geographical differences in Spain and relate to those in the United States. Transparencies will be useful here.
    c. Divide into groups and allow time for research on geographical areas such as the Basque area, Galicia or Valencia.

4. Day 4
    Entire session should be devoted to research. If the teacher wishes, the entire time period (e.g. 55 minutes) could be used this day.

5. Day 5
    Small group presentations will be given. Again allow the entire period if necessary.

6. Day 6
    a. The teacher should summarize the regional reports and draw students into a short discussion.
    b. A discussion of the economical and geographical reasons for consuming certain foods should be briefly stated by the teacher. Ask students for their ideas on this matter. An example would be the abundance of seafood eaten in certain areas.
    c. Review the basic meal courses. Again, simple questions could be used e.g. Que parte de la comida le gusta mas?

7. Day 7
    a. Review vocabulary from day 6
    b. Set up situations and have students give impromptu skits (using the restaurant vocabulary).

8. Day 8
    Divide into small groups (possibly changing the members from the last time) and spend the entire session researching the

background of the food courses. The teacher may use the entire time alloted or simply the 20-minute session.

9. Day 9
   Small group presentations will be given. Allow the entire period.

10. Day 10
    a. Review the unit through questions. Try to employ the vocabulary recently acquired.
    b. As an option, time could be used to discuss a dinner to be prepared by the students.

B. Grading for the mini-course will consist of one vocabulary quiz, two class presentations, an improvisation and an oral grade based on the review session of the tenth day.

VI. Learning Components

A. Commercial materials would include any books purchased and possibly the Carrier International Cookery Cards on Spain. Some teachers may wish to make purchases at markets and supermarkets (where items are available).

B. Teacher-prepared materials include vocabulary sheets, transparencies, and maps.

C. Community resources could involve a local restaurant and a speaker.

D. Equipment needed would probably include an overhead projector and screen, a blackboard and a bulletin board.

E. Realia may be obtained through cut-outs or magazine pictures depicting food or any bulletin board item.

VII. Bibliography

Cory, Ester B. Mediterranean Specialties for the Modern Cook, New York: Thomas Y. Crowell Company, 1963.

Norman, Barbara. The Spanish Cookbook. New York: Antheneum, 1966.

Wason, Betty. The Art of Spanish Cooking, Garden City: Doubleday and Company, 1963.

VOCABULARIO DE LA COCINA

Grupos de Comida

los aperitivos--appetizers

la sopa y el pez--soup and fish

las ensaladas-- _______________

la carne--meat

las legumbres--vegetables

las frutas--_______________

el postre--dessert

las bebidas--beverages

Las Tres Comidas

el desayuno _________________

el almuerzo _________________

la cena _____________________

El servicio de mesa--tableware

la taza--cup

el vaso_______________

la copa--wine glass

el tenedor--fork

la cuchara--spoon

el cuchillo--knife

el plato--_______________

la servilleta--napkin

el mantel--tablecloth

Vocabulario del restaurante

A. Menú

entremeses
jugo de naranja
melón
coctel de camarones

sopas y pescados
gazpacho andaluz
sopa de mariscos
paella valenciana

carnes
lechón asado
entrecot de ternera
con fideos
filete de bisté con
papas fritas

legumbres y verduras
ensalada de tomates y lechuga
remolachas
zanahorias
guisantes

postres
flan
pasteles variados
pastas
bizcochos

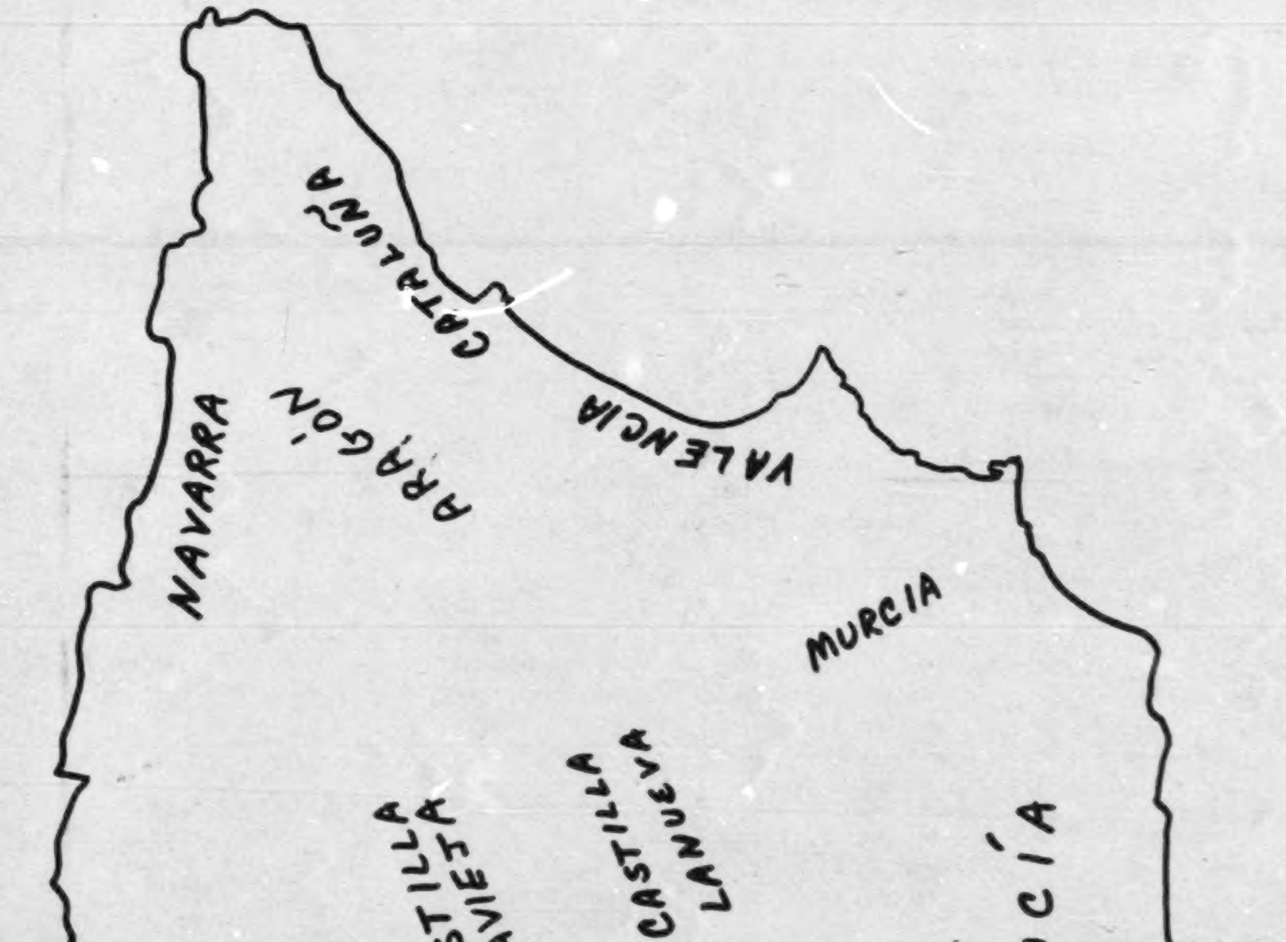
bebidas
té frío o caliente
(con o sin limón)
agua mineral
café
leche

B. Expresiones y palabras

el cliente (patron):
¿Cuál es la especialidad de la casa?
Tráiganos una orden de _______, por favor.
Quiero sentarme junto a la ventana.
Por favor, una mesa en la rincón.
Somos dos (tres, etc.)
Déme la cuenta, por favor.
Perdone, la cuenta no está correcta.
¿Qué vale el desayuno?
¿Cuánto le debo por el almuerzo?
¿Le pago a usted o al cajero?

el camarero (waiter):
¿En qué le puedo servir?
¿Qué le apetece?
¡Aproveche usted!
Buen apetito.
El cocinero lo recomiende.

la propina (tip) el dueño (manager)


CATALUÑA
ARAGÓN
NAVARRA
VALENCIA
MURCIA
CASTILLA LAVIEJA
CASTILLA LANUEVA
ANDALUCÍA
EXTREMA DURA
LEÓN
ASTURIAS
GALICIA

REGIONES DE ESPAÑA Y SUS COMIDAS TIPICAS

Cataluña--rovellon (a type of mushroom)
la rosta (bread which is toasted over coals, rubbed with garlic and then plunged into hot olive oil)
Xató (a peppery salad of curly endive)
paella (a chicken, seafood, pork dish with vegetables added)
zarzuela (fish soup)
butifarra (black or white sausage)
tortells (sweet buns)
mona (Easter cake)
cocas
panellets
crema cremada (custard)
escudella i carn d'olla (stew)

Provincias Vascongadas--menestra de legumbres (braised spring vegetables)
kokotxas (part of the hake fish cooked with vegetable)
bacalao pil-pil (cod cooked in olive oil)

Galicia--percebes (rock barnacles, eaten raw)
centolla (crab)
empanada gallega (a bread-shaped pie, with various fillings)
lacón con grelos (cured foreham with turnip greens)
té quemada (an after-dinner drink with a liquor, sugar and lemon

Asturias--fabada (a stew made with the fabe bean)

Navarra and Aragón--meat and fowls a la chilindrón (stewed with ground pepper red peppers, and tomatoes)
meat and fowls Conchifrito (browned with garlic, lemon juice, paprika, and ground pepper)

Madrid and Old and New Castile--callos a la Madrileña (tripe)
lechuguino (bread)
lechazo (suckling pig)
pata de mulo (cheese)
rosquillas de trancalapuerta (candied yolk)

Andalucía--tortilla al sacromonte (similiar to an omelet)
gazpacho (a soup which is served cold)
torta Real (a rich pastry)

**Please note that the students would be expected only to know one or two of the most outstanding foods from each region.

I. Una vista geográfica de la América del sur

II. Course description

A. The function of this course is to promote an economic understanding of South America through geography.

B. The only prerequisite is nine weeks of Spanish to enable the student to pronounce the terms.

C. The scheduling will be twenty-minute sessions for a three-week period.

D. Credit is not applicable except that the grades obtained will apply to the quarter.

III. Objectives

A. To enable the student to identify the countries and capitals of South America.

B. To create a knowledge of geographical features, e.g. major rivers, mountain ranges, land differences and lakes.

C. To equip the student with an understanding of the economic situation of each country in particular and the continent as a whole.

IV. Content
Using maps and films and panel discussions, the geography and economics of the individual countries will be discussed. Because of the unusual nature of Brazil and the Guianas, they will be presented by the teacher.

V. Learning Strategy
A. Pre-test: see appendix

B. Conditions of learning
1. In addition to class discussion, class should be divided into groups of four (suggested) to research individual countries.
2. Teachers may wish to use wall maps.
3. Resource materials should be available; however, encourage students to utilize the library.
4. As an option the teacher may wish to provide materials for transparencies to research groups.

C. Learning Activities
1. Day 1
    a. Pre-test (see appendix)
    b. Through class discussion, illustrate importance of North Americans understanding South Americans (political, economic, cultural).

2. Day 2
   a. Discover and discuss students' concepts of South America.
   b. Give a few general statements of the continent as a whole.
   c. Hand out sheet explaining to students what they will be expected to know.

3. Day 3
   a. Discuss through short lecture method what aspects of each country they are to research. (see appendix for suggested teacher notes).
   b. Divide into groups for limited beginning. (Teacher may assign country or let students draw names. According to the size, the teacher may wish to assign more than one country to a group.)

4. Days 4, 5 and 6
   Spend entire three sessions researching the suggested topics.

5. Days 7, 8, 9, 10 and eleven. Reports will be given.

6. Day 12
   Use as overlap day for reports and answer general questions.

7. Day 13
   Discuss (teacher only) Brazil and the Guianas.

8. Day 14
   Review material covered by:
   a. Blank map transparencies
   b. Simple questions
   c. Any type of game that will lend itself to the situation.

9. Day 15 is reserved for an examination on the material covered in the mini-course.

D. Grading for the mini-course will consist of small group presentations, oral grade on day 14 and the final test.

VI. Learning Components

A. Commercial resources would consist of books and magazines.

B. Teacher-prepared materials would include the pre-test, list of expectations, Brazil and the Guianas, game preparations for day 14, and the final test.

C. Community sources could involve a speaker, any native products from the area, and a trip to the museum.

D. Equipment includes the overhead projector and screen, chalk board, materials for transparencies, film projector, and optional wall maps.

E. Realia might consist of any items from embassies and/or bulletin board items.

VII. Resources

A. Bibliography

1. Farthing, Dorothy Kipling and Phillips, Claude Anderson. Understanding the Latin Americans. New York: Lyons and Carnahan, 1946.
2. Peterson, Harold F. Latin America. New York: MacMillan Company, 1966.
3. Series: Life--World Library. (Books in reference to South America) New York: Time Incorporated, 1965.

B. Filmstrips--Rand McNally: Geography of American Peoples (series)
1. Lands and People of Northern South America
2. Lands and People of Southern South America
3. Lands and People of the Middle Andes
4. Lands and People of Brazil

C. Films--many possibilities here of films on various subjects pertaining to South America. Selection would depend on the areas which the teacher wishes to emphasize.

Answer sheet for pre-test on geography of South America

INSTRUCTIONS: Using the names given, identify the numbers which appear on the map. Numbers 4-13 are countries and the a is the capital of that country.

1. el Océano Atlántico
2. el ecuador
3. el Río Amazonas
4. el Río de la Plata
5. el Océano Pacífico
6. el Mar Caribe
7. el Río Orinoco
8. el Lago Titicaca
9. las Pampas
10. Patagonia
11. los Andes
12. el Cabo de Hornos
13. el Estrecho de Magallanes
14. la Argentina
15. Venezuela
16. el Ecuador
17. Lima
18. Santiago
19. el Uruguay
20. Asunción
21. Bolivia
22. Quito
23. Chile
24. Caracas
25. Brasilia
26. La Paz
27. Colombia
28. el Perú
29. Buenos Aires
30. Montevideo
31. Bogotá
32. el Paraguay
33. Brasil

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
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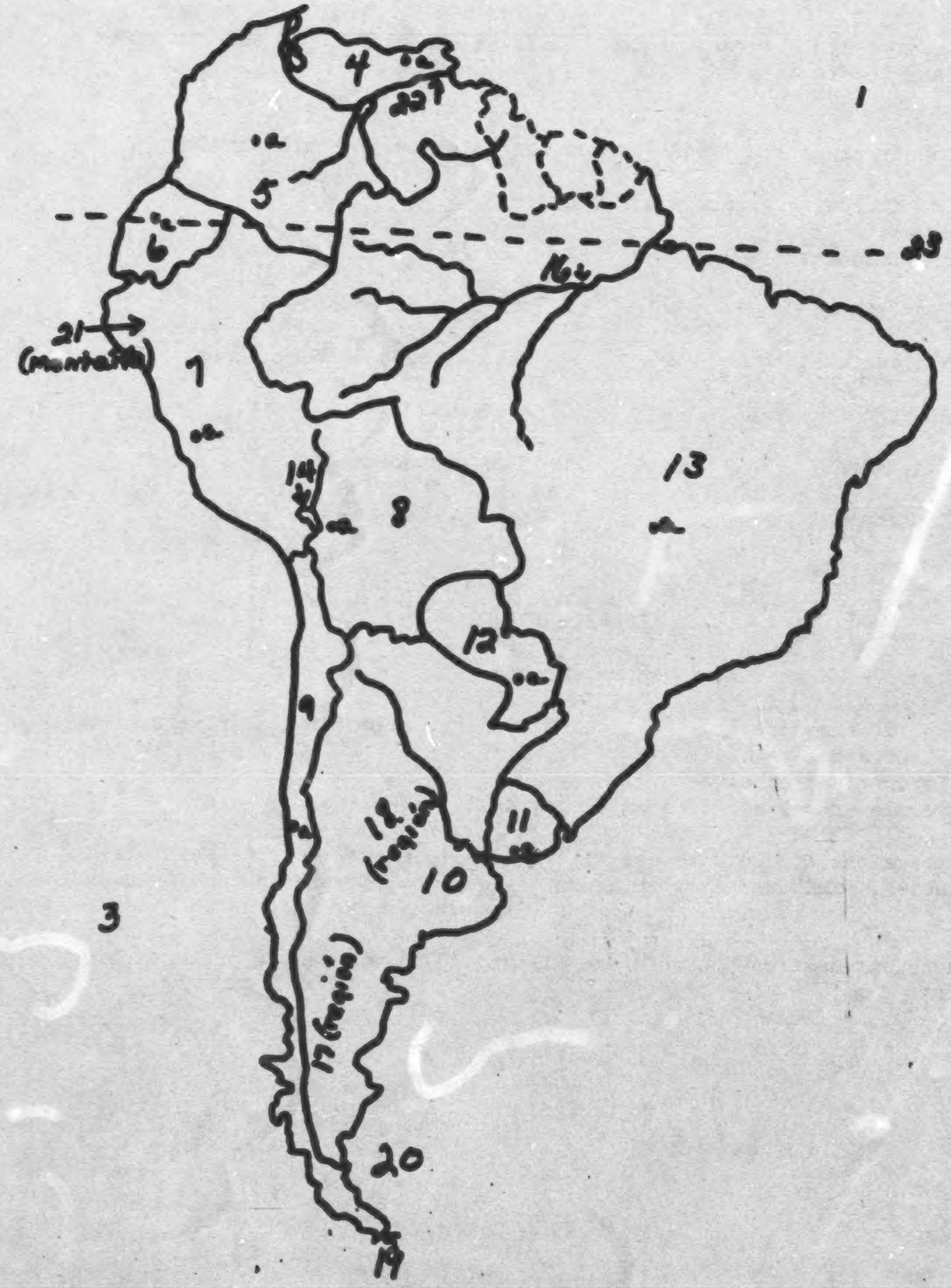
LA AMÉRICA DEL SUR


4
22
1
5
6
23
21 → (montaña)
7
16a
14
8
13
12
9
18 (región)
11
10
3
17 (región)
20
19

GOALS FOR GEOGRAPHY MINI-COURSE

By the end of the mini-course, students will be expected to be able to write in Spanish and locate on a map:

I. All countries and capitals (except the Guianas) in South America

II. All the following geographical features:

1. Río Amazonas
2. Río Orinoco
3. Río de la Plata
4. el Tago Titicaca
5. Las Pampas
6. Patagonia
7. Los Andes
8. el Cabo de Hornos
9. el Estrecho de Magallanes
10. el ecuador
11. los dos océanos
12. el Mar Caribe

RESEARCH REPORT

I. Facets of each country to be researched:

A. Specific geography--location of country, major cities, rivers, etc.
B. Climate and vegetation
C. Imports and exports
D. People--race, social conditions, daily life, etc.

II. Encourage the students to use visual aids in their reports--maps, transparencies, exhibits, etc. Discuss briefly how to make and use transparencies.

III. Time recommendation. Groups are allowed 10-15 minutes to present their report.

GEOGRAPHY TEST (50 points)

I. Identify the numbered locations on the map. (33 points) (same as pre-test)

II. Match the countries on the right with their major products listed on the left. (7 points)

(for instance)

___ A. Venezuela 1. salitre, cobre

___ B. Bolivia 2. petróleo

___ C. el Ecuador 3. plátino, esmeraldas

___ D. Chile 4. sombreros de jipijapa

___ E. el Paraguay 5. estaño

___ F. Colombia 6. carne, trigo, lana

___ G. la Argentina 7. yerba mate

III. Completion (5 points)

Questions dependent upon material covered.

IV. Tell why the following projects are important to that country.

(ex.: café/Bolivia)

I. Course Title--Una Visita en Centroamérica y en la America del Sur.

II.
& III. Description, objectives, and all procedures would be similar to other courses described.

IV. Content based on countries from which we have received aides and therefore have much source material and realia. These would include Chile, Perú, Guatemala, Ecuador, Colombia, Uruguay, and Argentina. Studies of other countries could be included if students show interest.

V. Learning Strategy--observation of Pan American Day with costumes and a dinner, research papers on various countries or certain phases thereof, songs and dances. The aides are most helpful with this.

VI. Resource materials and bibliography

1. 21 Latin American meals and other materials from the Pan American Union, Washington, DC
2. Barsa Edition, in Spanish of the Encyclopedia Brittanica
3. The cooking of Latin America, Time-Life, New York 1972
4. Travel brochures and maps
5. Records of South America, one especially good instrumental--The Fire and Romance of South America
6. EAV Film--Let's Visit South America (in Spanish)
7. Scholastic magazines--feature one of these countries each month.
8. Realia--post cards, flags, costumes, pottery, figurines, jewelry, embroidery, wood carvings, beads, etc.

I. Una Vista Geográfica de España

II. Course description

A. The function of this course is to promote an economic understanding of peninsular Spain through geography.

B. The only prerequisite is nine weeks of Spanish to enable the student to pronounce the terms.

C. The scheduling will consist of 20 minute sessions per class period for 2 weeks.

D. Credit is not applicable except that the grades obtained will apply to the quarter grade.

III. Objectives

A. To enable the students to identify the provinces and major cities of Spain

B. To create a knowledge of geographical features, e.g. major rivers, mountain ranges, and land differences.

C. To equip the student with an understanding of the economic situation of Spain.

D. To point out the historical geographical importance of the location of Spain.

IV. Content

Using maps, films, and individual discussions, the geography of Spain will be discussed.

V. Learning Strategy

A. Pre-test on identifying certain features (See appendix)

B. Conditions of learning

1. Depending on class size the students will work in pairs or individually on research projects dealing with each of the 13 provinces.
2. The teacher may wish to use a wall map of Spain.
3. Resource materials should be available. However, encourage the students to utilize the library.

C. Learning Activities
1. Day 1
    a. Pre-test
    b. Discuss the location of Spain in relationship to the rest

of Europe and Africa. The students should be able to see certain problems or advantages caused by the particular location of Spain.

2. Day 2
   a. Give a few general statements about the country as a whole. (May be of a political, historical, economical, or social nature.)
   b. Hand out a sheet explaining to the students what they will be expected to know by the end of the mini-course. (see appendix)

3. Day 3
   a. Discuss through short lecture method what aspects of each province they are to research. (see appendix)
   b. Divide into groups for a limited beginning. (The teacher may assign the provinces or let the students draw. If necessary, assign 2 students to the more important provinces.)

4. Days 4 and 5 are to be used by the students for research for their reports.

5. Days 6 and 7 are reserved for reports.

6. Day 8 is reserved as an "overlap" day to catch up on reports, films, general questions, or anywhere time is needed.

7. Day 9 should be used for review with:
   a. blank map transparency
   b. simple questions
   c. any type of game that will lend itself to the situation

8. Day 10 is reserved for an examination on the material covered in the mini-course. (see appendix)

D. Grading will be based on the research reports, an oral grade from day 9 and the final test.

VI. Learning Components

A. Commercial materials would consist of books and magazines

B. Teacher-prepared materials are the pre-test, the list of goals, game preparations for day 9 and the final test.

C. Community resources could involve speakers or, perhaps, a visit to a museum.

D. Equipment
   1. overhead projector and screen
   2. chalk board
   3. film projector
   4. optional wall map(s)

E. Realia might consist of any material from the Spanish Embassy and/or bulletin board items.

VII. Resources

A. Bibliography

1. Adams, Nicholson B. The Heritage of Spain. New York: Holt, Rinehart and Winston, 1959.
2. Madariaga, Salvador de. Spain. New York: Scribner, 1943.
3. Michener, James A. Iberia. Greenwich, Connecticut: Fawcett Publications, Inc., 1968.
4. Thomas, Hugh and Editors of Life. Spain. New York: Time Inc., 1962.
5. ____________. The World and Its Peoples: Spain, Portugal, Andora, Gibraltar. New York: Greystone Press, Inc.
6. ____________. World Atlas. Chicago: Rand McNally and Company, 1967.

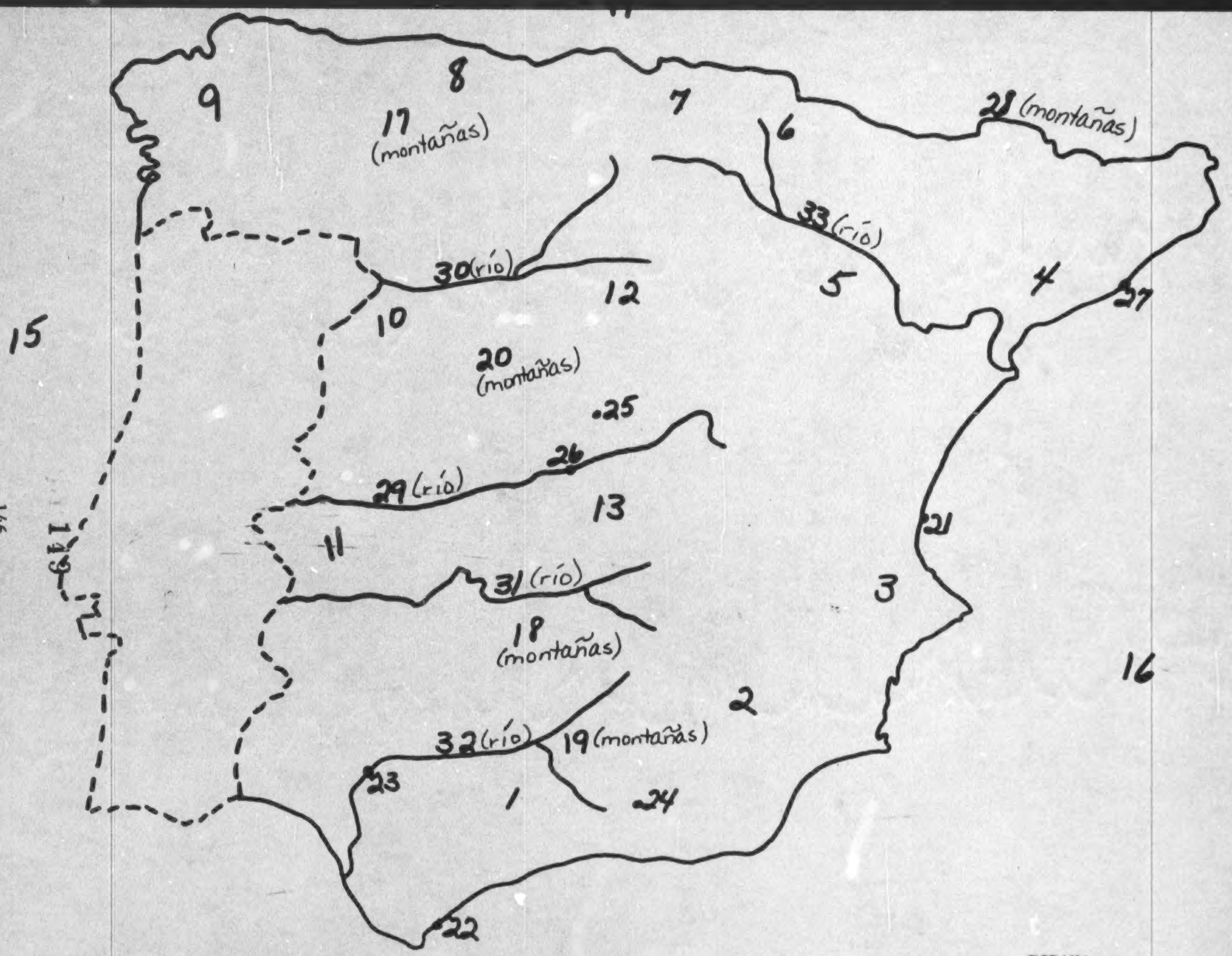
**The teacher will probably also be able to implement the course textbook in this particular mini-course.

B. Filmstrips

1. Cities of Europe. (series) Encyclopedia Britannica, Inc. 1958.
   a. Granada
   b. Madrid
   c. Toledo, Fortress City of Spain
2. Spain Today. (filmstrip and tape) Allentown, Pennsylvania: Wible Language Institute, 1972.

C. Films

There are a variety of possibilities here depending on the sources available to the teacher. (libraries, college services, etc.) Consultation with the geography teacher may prove helpful in your selection.


9
8
17 (montañas)
7
6
28 (montañas)
30 (río)
12
33 (río)
5
4
27
15
10
20 (montañas)
.25
26
29 (río)
13
11
21
31 (río)
3
18 (montañas)
16
2
32 (río)
19 (montañas)
23
1
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22

ESPANA

Answer sheet for pre-test on geography of Spain

Instructions: Using the names given, identify the numbers which appear on the map. Numbers 1-13 are the general area of the provinces.

1. el Mar Mediterráneo
2. los Pirineos
3. el Río Guadiana
4. Andalucía
5. Gibraltar
6. Galicia
7. Toledo
8. el Río Ebro
9. los Montes Cantábricos
10. Asturias
11. Valencia (la ciudad)
12. el Mar Cantábrico
13. las Provincias Vascongadas
14. Barcelona
15. Valencia (la provincia)
16. el Río Tajo
17. Murcia
18. Sevilla
19. Extremadura
20. el Rio Guadalquivir
21. la Sierra de Guadarrama
22. el Río Duero
23. León
24. la Sierra Nevada
25. Cataluña
26. Castilla la Vieja
27. Madrid
28. Castilla la Nueva
29. Granada
30. Navarra
31. la Sierra Morena
32. Aragón
33. el Océano Atlántico

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

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7. ____________________

8. ____________________

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27. ____________________

28. ____________________

29. ____________________

30. ____________________

31. ____________________

32. ____________________

33. ____________________

GOALS FOR GEOGRAPHY MINI-COURSE

By the end of the mini-course, students will be expected to be able to write in Spanish and locate on a map:

I. The 13 provinces

II. The cities of:
  a. Madrid
  b. Granada
  c. Barcelona
  d. Valencia
  e. Gibraltar
  f. Toledo
  g. Sevilla

III. All the following geographical features:
  a. el Mar Mediterráneo
  b. el Mar Cantábrico
  c. el Océano Atlántico
  d. el Río Tajo
  e. el Río Guadiana
  f. el Río Guadalquivir
  g. el Río Duero
  h. el Río Ebro
  i. los Montes Cantábricos
  j. la Sierra de Guadarrama
  k. la Sierra Morena
  l. la Sierra Nevada
  m. los Pirineos

RESEARCH REPORT NOTES

The topics which should be discussed in each of the reports on the provinces should include:

- a. customs
- b. history
- c. location
- d. products

The teacher may have additional topics which should be covered.

A recommended length for a report of this type is 5-10 minutes per province. Naturally, the teacher may wish to extend this limit for more complete coverage of the material. Depending on the level, some Spanish should be used in the reports.

A possible method for this report is that the person speaking act as if he were from that particular area. The students may then ask questions of that person.

Final test

We suggest that for the final test the teacher give the pre-test again. You may wish to omit the list of names and have the student supply them from memory. Of course, some teachers may wish to add some objective questions to the test to cover the report material.

LESSON PLANS FOR EACH OF THE VOCABULARY BUILDING UNITS

1. Read over vocabulary list.

2. Go to tape recorder and select proper tape and listen to and practice saying the vocabulary words. (Do this several times if you feel it is necessary)

3. Make 3 x 5 note cards for words.

4. Make an illustrated dictionary for words.

5. Do specified activities--have teacher check.

6. View transparencies for words. (Do this several times)

7. Review words using the materials you have constructed.*

8. Take test.**

9. Re-take the test (optional)

10. Record grade on checklist.

11. Proceed to the next unit.

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*All materials from the course will be kept in a manilla folder which will remain in the classroom once you have finished a unit of the course.

**Tests will never leave the room. After viewing the results of a test, you are to return it to the teacher.

VOCABULARY BUILDING

The following course is an "individualized" course. This means that the student will work on the material by himself; it will not be covered and discussed in class. The study will cover over 400 vocabulary words in the following areas: 1) la sala de clase, 2) los estudios, 3) la casa, 4) el comedor, 5) la cocina, 6) la alcoba y el baño, 7) la ropa, 8) los comestibles and the areas this term involves, 9) los animales, and 10) el cuerpo.

The student will progress through the study at his own rate. The course is set up in units according to areas and each unit contains: 1) list of vocabulary words, 2) activities to be worked out by students. After these required activities have been met by student, a test will be given over the vocabulary list. The following will be required: 1) correct spelling of vocabulary words, 2) a definition or synonym for the word in English, and 3) the implementing of word in a correctly stated sentence.

After the test has been taken by the student and checked by the instructor, the test will be returned to the student. The student will then have the option of taking the grade on the test or if the grade earned is below 80% the student may review the material again and retake the test with the objective of raising his grade. If a student does retake the test with the objective of raising his grade and he receives a grade above an 80%, this grade will be averaged with the first.

The grade for this course will constitute one-fourth of quarter grade. The course grade will be figured from grades taken on activities, test scores and the amount of the total course covered by the student.

INDIVIDUALIZED COURSE OF STUDIES
FOR A NINE WEEK VOCABULARY BUILDING PROGRAM
FOR SPANISH I

I. Course title--Vocabulary Building

II. Course description

A. General description--an individualized building of basic vocabulary in areas related to student

B. Prerequisites--ideal for termination of first year or beginning of second year for purpose of review

C. Scheduling--Sections of course might be taken as supplementary material as related material appears in course text or one section of course could be covered each week by the whole class as a vocabulary study while other class work continues.

D. Credit--Students will be graded on special projects, classroom activities, and from tests given at the end of each unit of material and total average will constitute 20 percent of total quarter grade.

III. Objectives

A. To give students a greater knowledge of words associated with well-known areas of our society

B. To introduce students to methods of word study

C. To give students an opportunity to experience the practical application of vocabulary words

D. To give students practice in all four language skills

E. To give students practice in using Spanish-English dictionaries

IV. Content--vocabulary study in the following areas

A. Household terms
  1. Exterior and interior of homes
  2. Dining room
  3. Kitchen
  4. Bedroom and bathroom

B. Classroom objects

C. School subjects

D. Human body

E. Clothing

F. Foods
    1. Drinks
    2. Meats
    3. Vegetables
    4. Fruits
    5. Others

G. Animals

H. Countries

V. Learning strategy

A. Conditions of learning--Students will gather and prepare materials as required for each unit of study and will find time to do so during free classtime and other time on his own.

B. Learning activities

1. Students will listen to teacher-prepared tapes with each vocabulary word pronounced with pauses so that the student will have the opportunity to work on pronunciations.

2. The students will find a dictionary definition for each vocabulary word and use the word in a sentence.

3. Students will be required to make a dictionary for each area studied in which he will have each word illustrated with a student-prepared drawing or picture obtained from magazines or other printed material.

4. Flash cards the vocabulary words in each area will be constructed by students on 3 x 5 note cards.

5. Students will at times be required to write skits or dialogues employing words in a particular area of study.

6. At the completion of each area of study, students will be required to take a vocabulary test in which the teacher pronounces words in Spanish while student correctly spells the Spanish word; the student then writes the English equivalent and uses the vocabulary word in a sentence.

7. Students will also be required to do other area related activities.

VI. Learning components

A. Commercial materials

1. Flash cards
2. Transparencies (3M Company Spanish Language Series)

B. Teacher-prepared materials
    1. Schedule of course plans
    2. Vocabulary lists
    3. Tapes with vocabulary words
    4. Maps for student labeling

C. Community resources--when possible items or materials to illustrate vocabulary areas might be brought in by students

D. Equipment
   1. Tape recorder
   2. Overhead projector
   3. Wall maps for students to refer to
   4. Spanish-English dictionaries (if the students own paperback edition, could be provided, this would be ideal)

VII. Resources--vocabulary words were for the most part taken from Series for Spanish Conversation, a publication of Kansas State Teachers College, Emporia, Kansas.

LA CASA (EXTERIOR E INTERIOR)

1. la casa
2. el techo, el tejado
3. la base
4. la veranda, el pórtico
5. el balcón
6. la contraventana
7. el timbre
8. la acera, la banqueta
9. el patio, el cerado
10. el pozo, la noria
11. el jardín
12. la huerta
13. el granero, el establo
14. el vestíbulo
15. la bodega
16. la desván
17. el calorífero
18. el sótano
19. el piso bajo
20. el piso principal
21. entresuelo
22. el cuarto, la habitación
23. el armario

EL COMEDOR

1. el mantel
2. el plato
3. el cuchillo
4. el tenedor
5. la cuchara
6. el vaso
7. la taza
8. el platillo
9. la servilleta
10. el saero
11. el pimentero
12. la escudilla
13. la azucarera
14. la jarra
15. el plato
16. la fuente
17. la bandeja
18. la botella
19. el aparador

LA SALA Y EL VESTIBULO

1. la chimenea
2. el mueble
3. la cortina
4. la alfombra
5. el tapete
6. el sillón
7. la mecedora
8. el asiento
9. el banquillo
10. el canapé, el diván, el sofá
11. el cojín
12. la lámpara
13. el teléfono
14. el reloj
15. el estante para libros
16. la pantalla
17. la radio
18. el piano
19. el fonógrafo
20. la escalera
21. el pasamano, la baranda
22. el escalón, el peldaño
23. el descanso

LA COCINA

1. la estufa
2. el norno
3. el fregadero
4. el cajon
5. el refrigerador
6. el rodillo de pastelero
7. el saco
8. el cubo, el balde
9. la batería de cocina
10. la vajilla
11. el paño de cocina
12. la cacerola
13. la tapa
14. el puchero, la olla
15. la sartén
16. la cafetera
17. la tetera
18. el jarro, el botijo

LA ALCOBA Y EL BAÑO

1. la cama
2. la sábana
3. la sobrecama
4. el colchón
5. la almohada
6. la funda de almohada
7. el tocador
8. el espejo
9. la cómoda
10. el peine
11. el cepillo
12. la crema
13. los polvos
14. el afeite
15. el perfume
16. el baño
17. el lavabo
18. la espita
19. la toalla
20. la esponja
21. el jabón
22. la navaja de barba
23. la recámara

LA SALA DE CLASE

1. el escritorio
2. el armario
3. el estante
4. el suelo, el piso
5. el techo
6. el vidrio
7. la ventana
8. la pizarra, el pizarron
9. la tiza
10. el borrador
11. la luz eléctrica
12. el cuadro
13. el mapa
14. la bandera
15. el calendario
16. el cesto para papeles
17. la tablilla
18. el pupitre
19. el libro
20. el cuaderno
21. la regla
22. el lápiz
23. la pluma
24. la tinta
25. el papel
26. el papel secante
27. la caja
28. la silla
29. la mesa
30. el maestro, el profesor
31. la maestra, la profesora
32. el alumno, el descípulo
33. la alumna, la descípula
34. el estudiante
35. la goma
36. la pared
37. la puerta
38. el visillo

LOS ESTUDIOS

1. la lectura
2. la escritura
3. las matemáticas
4. la geométria
5. la arithmética
6. la geografía
7. el dibujo, el arte
8. la música
9. las artes manuales
10. la economía dómestica
11. el espanol
12. el latín
13. el alemán
14. el francés
15. el inglés
16. la literatura
17. la sociología
18. la pedagogía
19. la historia
20. la física
21. la guímica
22. la biología
23. la psicología
24. la declamación pública
25. la taquigrafía
26. la gimnástica
27. la nota
28. sobresaliente
29. notable
30. aprobado
31. suspenso
32. la agricultura
33. la banda
34. la ciencia (general)

HORARIO DE CLASES

Nombre ______________________________ Aula __________

Dirección ______________________________ Teléfono__________

Período	Asignatura	Profesor(a)	Aula

LA ROPA

1. el traje
2. el sombrero
3. la gorra, la boina
4. el abrigo, el gabán, el sobretodo
5. el saco
6. los pantalones
7. el chaleco
8. la camisa
9. la manga
10. el botón
11. los remelos, los mancuernillas
12. el cuello
13. la corbata
14. la media
15. el frac
16. el manto
17. la chaqueta
18. el vestido
19. el bastón
20. el guante
21. el paraguas
22. el calcetín
23. el cinturón
24. la bufanda
25. la chalina
26. el zapato
27. la pantufla
28. la bota
29. el bolsillo
30. el pañuelo
31. la blusa
32. la falda
33. el delantal
34. el velo
35. el impermeable
36. los anteojos

EL CUERPO

1. la cabeza
2. los cabellos, el pelo
3. la oreja, el oído
4. la cara
5. la frente
6. el ojo
7. la ceja
8. la pestaña
9. la nariz
10. la mejilla
11. la boca
12. la quijada
13. el diente
14. el labio
15. la lengua
16. la barba
17. la garganta
18. el cuello
19. el hombro
20. el codo
21. el brazo
22. la muñeca
23. el puño
24. la mano
25. el dedo
26. el dedo pulgar
27. la uña
28. la palma de la mano
29. el corazón
30. el pecho
31. la espalda
32. el estómago
33. la cadera
34. el muslo
35. la rodilla
36. la pierna
37. el pie
38. el dedo del pie
39. el tobillo
40. el talón
41. la piel, el cutis
42. la sangre
43. el hueso

LAS BEBIDAS

1. el agua
2. el vino
3. el té
4. el café
5. el chocolate
6. la leche
7. el jugo
8. la limonada
9. la naranjada

LA CARNE

1. la carne de vaca
2. la carne de puerco
3. el jamón
4. el carnero
5. el cordero
6. la carne de ternera
7. el tocino
8. el asado
9. el biftec
10. la salchicha
11. la chuleta
12. los fiambres
13. el ave
14. el pollo
15. el pavo, el guajolote
16. el ganso
17. el pato
18. el pescado
19. el salmón
20. la trucha
21. el bacalao

LAS LEGUMBRES

1. los guisantes, los chícharos
2. la zanahoria
3. la lechuga
4. la patata
5. el pepino
6. el rábano
7. la cebolla
8. la pastinaca
9. los espárragos
10. el nabo
11. la remolacha, el betabel
12. la col, el repollo
13. la colivlor
14. el ajo
15. el perejil
16. el tomate
17. la espinaca
18. el apio
19. el hongo
20. la calabaza
21. el haba, la judía, el frijol
22. el melón
23. la sandia

LAS FRUTAS

1. la manzana
2. el melocotón
3. la cereza
4. la pera
5. la ciruela
6. el albaricoque
7. el plátano
8. el limón
9. la naranja
10. la piña
11. la toronja
12. el higo
13. el dátil
14. la uva
15. la pasa
16. la mora
17. la mora, la zarzamora
18. la grosella
19. la grosella verde
20. la fresa
21. la frambuesa
22. el membrillo

OTROS COMESTIBLES

1. la sopa
2. la ensalada
3. el helado, la nieve
4. la torta
5. el pastel
6. el queso
7. la tortilla
8. el pan
9. el panecillo
10. la manteca, la mantequilla
11. el huevo
12. la miel
13. la jalea
14. la confitura
15. los dulces
16. la nuez
17. la almendra
18. el cacahuate, el maní
19. la salsa
20. la especia
21. la pimienta
22. la harina
23. la sal
24. la mostaza
25. el azúcar
26. la manteca
27. el vinagre
28. los pepinillos, los encurtidos
29. la aceituna
30. el aceite
31. las conservas

LOS ANIMALES

1. el perro
2. el perrito
3. el gato
4. el gatito
5. el caballo
6. el burro
7. la vaca
8. el buey
9. el cerdo, el marrano
10. la cabra
11. el gallo
12. la gallina
13. los pollitos
14. la lagarto
15. la tortuga
16. el pavo
17. la cebra
18. el pájaro
19. el camello
20. el león
21. el elefante
22. el leopardo
23. el tigre
24. la jirafa
25. el hipopótamo
26. el oso
27. la abeja
28. la lombriz
29. el pato
30. los gansos
31. el lobo
32. la zorra
33. el venado, el ciervo
34. el mono, el chango
35. el canejo, la liebre
36. la ardilla
37. el loro
38. el pes
39. el canguro
40. la foca
41. el ratón
42. la rata
43. el murciélago
44. la rana
45. el sapo
46. la serpiente, la culebra
47. la oveja

EL MUNDO

1.	Norte América	8.	Norteamericano
2.	Centro América	9.	Centroamericano
3.	Sud América	10.	Sudamericano
4.	Europa	11.	Europeo
5.	África	12.	Africano
6.	Asia	13.	Asiático
7.	Australia	14.	Australiano

LA AMERICA DEL NORTE

1.	El Canadá	13.	Canadiense
2.	Los Estados Unidos	14.	Estadounidiense
3.	México	15.	Mexicano
4.	Guatemala	16.	Guatemalteco
5.	El Salvador	17.	Salvadoreño
6.	Costa Rica	18.	Costarriquense
7.	Panamá	19.	Panameño
8.	Honduras	20.	Hondureño
9.	Nicaragua	21.	Nicaraguense
10.	Cuba	22.	Cubano
11.	Haití	23.	Haitiano
12.	República Dominicana	24.	Dominicano

EUROPEOS

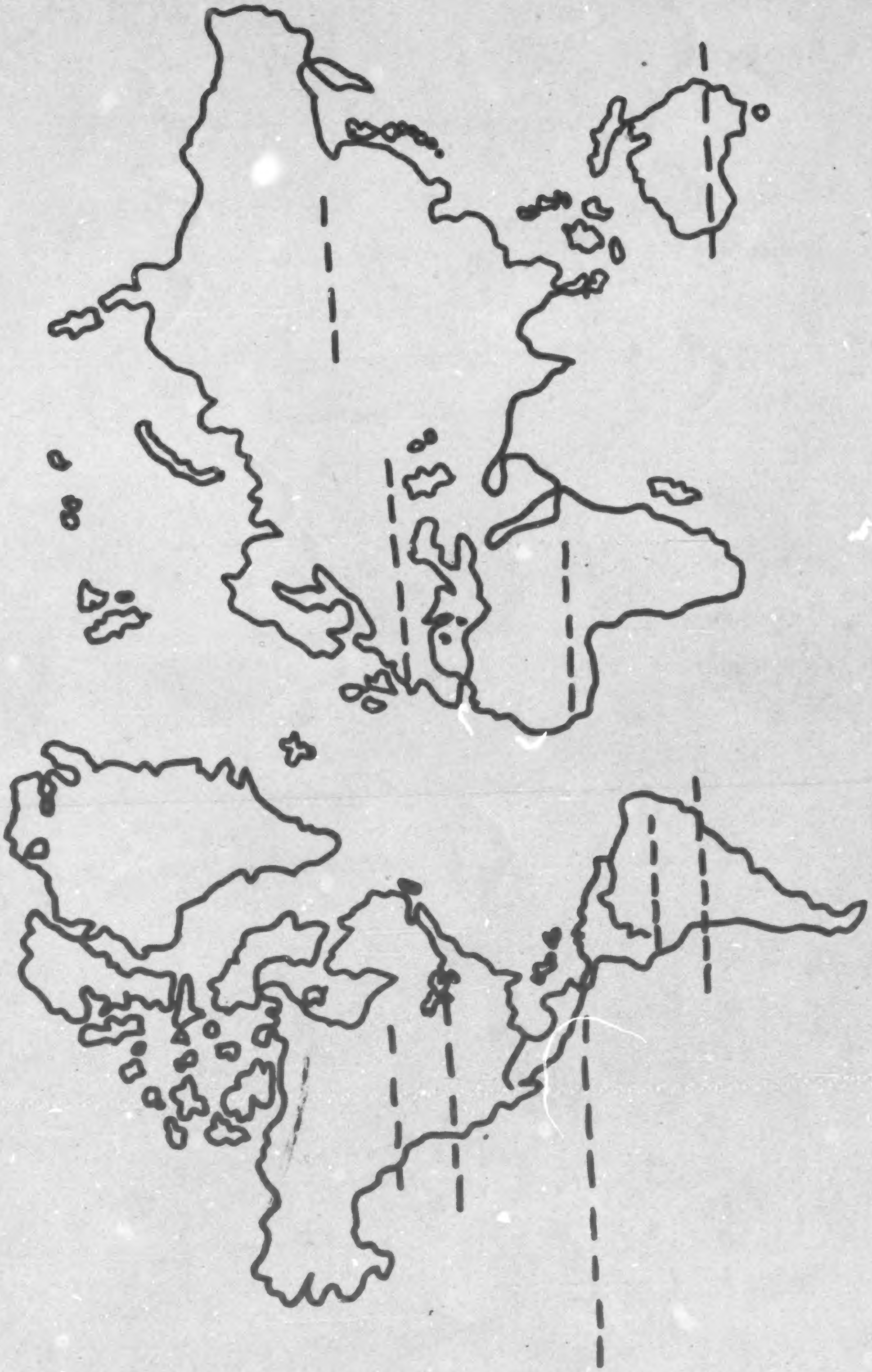
1. Nuruego
2. Sueco
3. Alemán
4. Danés
5. Holandés
6. Belga
7. Escosés
8. Inglés
9. Irlandés
10. Francés
11. Portugués
12. Español
13. Suizo
14. Italiano
15. Griego
16. Finlandés
17. Ruso
18. Polaco
19. Checo
20. Austriaco
21. Húngaro
22. Yugoeslavo
23. Rumano
24. Búlgaro
25. Turco
26. Árabe

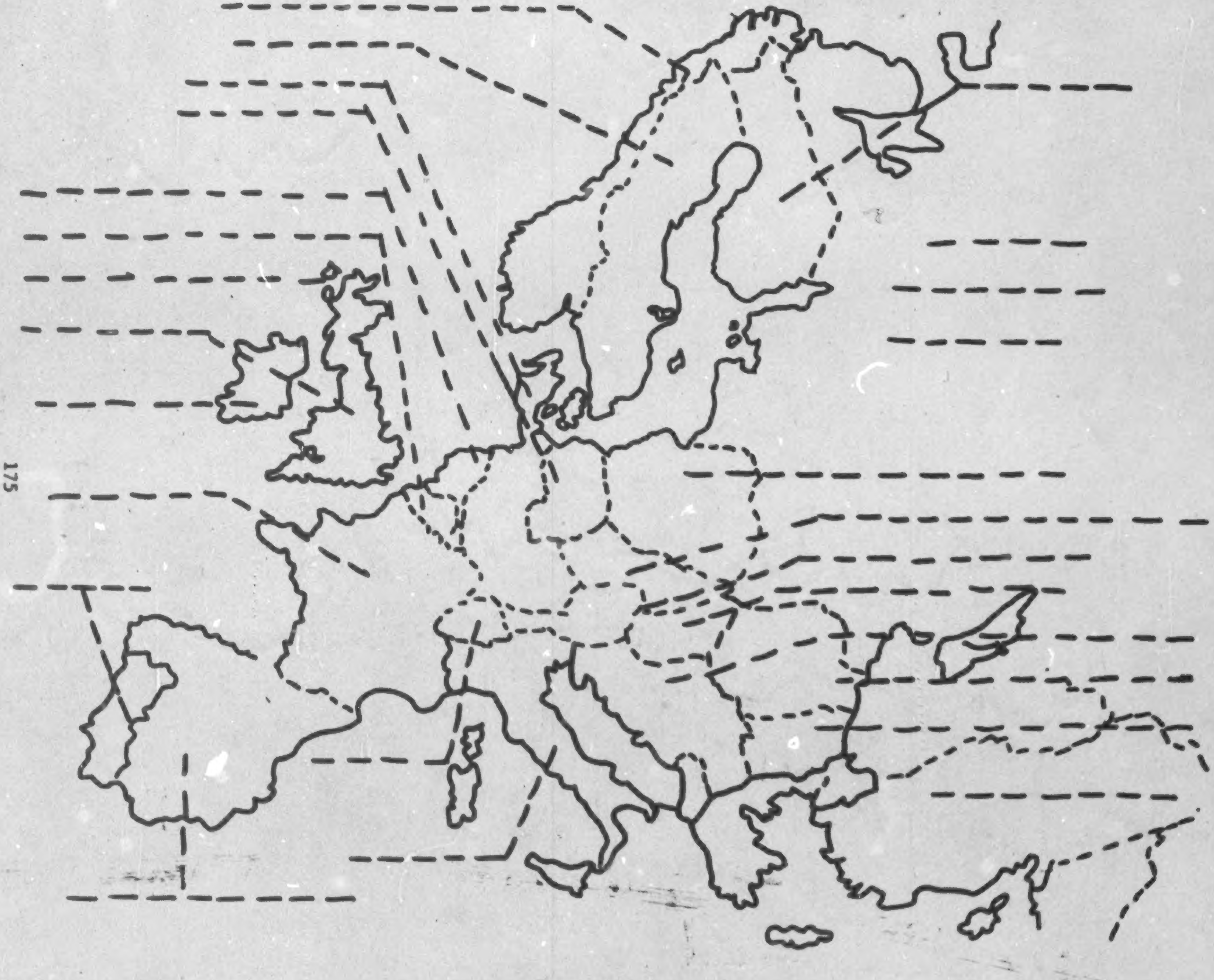
EUROPEO

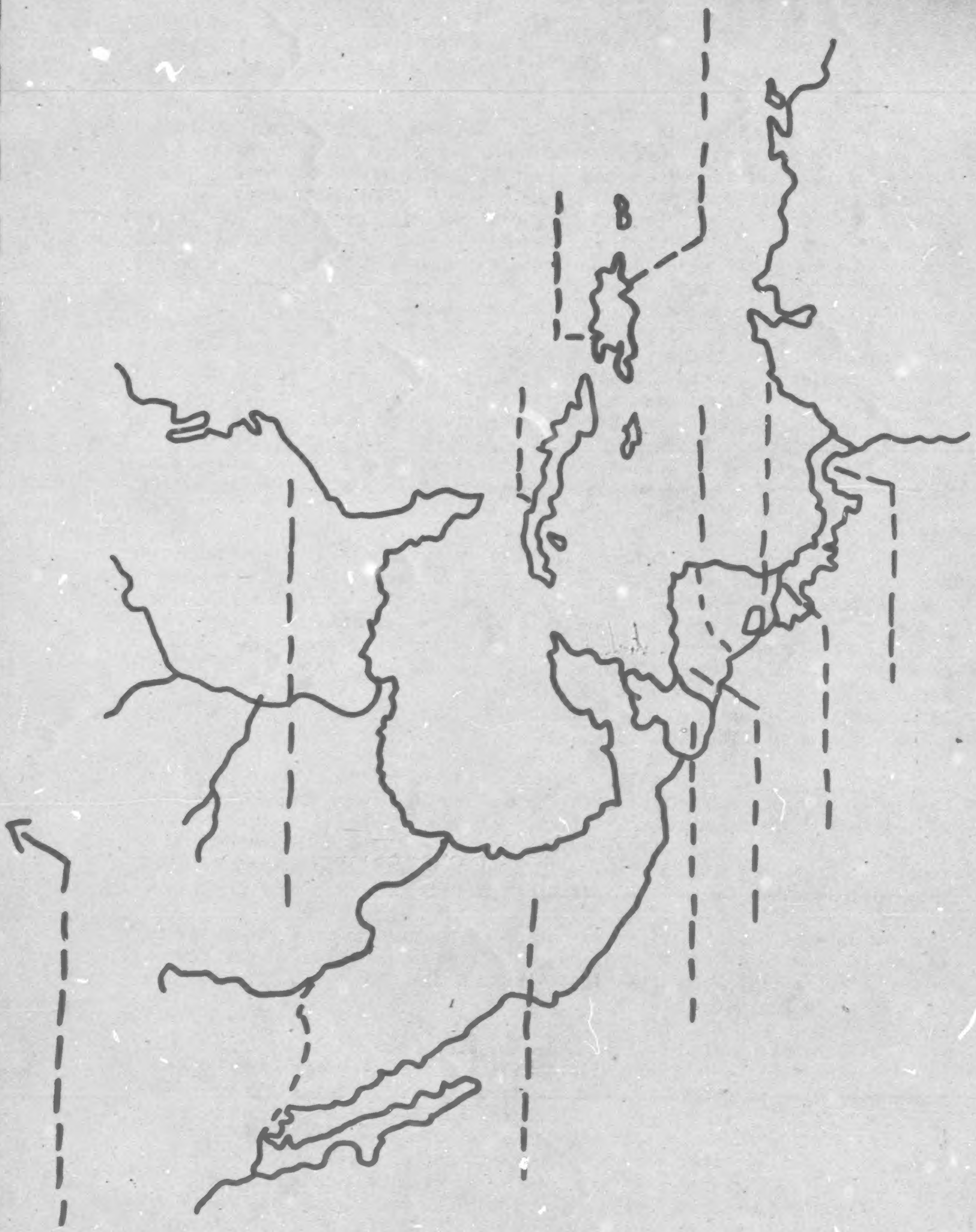
1. Noruega
2. Suecia
3. Dinamarca
4. Alemania Oriental
5. Alemania Occidental
6. Holanda
7. Béligica
8. Escocia
9. Inglaterra
10. Irlandia
11. Francia
12. Portugal
13. España
14. Suiza
15. Italia
16. Grecia
17. Finlandia
18. Unión Soviética
19. Polonia
20. Checoeslovaquia
21. Austria
22. Hungria
23. Yugoeslavia
24. Rumania
25. Bulgaria
26. Turquía

LA AMERICA DEL SUR

1.	Venezuela	11.	Venezolano
2.	Colombia	12.	Colombiano
3.	El Ecuador	13.	Ecuatoriano
4.	El Peru	14.	Peruano
5.	Bolivia	15.	Poliviano
6.	Chile	16.	Chileno
7.	El Brasil	17.	Brasileño
8.	El Paraguay	18.	Paraguayo
9.	El Uruguay	19.	Uruguayo
10.	La Argentina	20.	Argentino



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RELIGIÓN

La religión oficial de España es la católica y la inmensa mayoría de los españoles profesan el Catolicismo. Aunque se toleran y permiten otras confesiones sus seguidores son muy escasos. Así ocurre que, sobre un total de 32 milliones de habitantes, sólo hay 30.000 protestantes de diversas sectas, 6.000 judíos y 1.000 musulamanes. Por razones históricas, el Catolicismo ha sido siempre considerado como consubstancial con Espana. Los movimientos anticlericales, tan fuertes en el siglo XIX y en la primera parte del XX, no han ido en realidad contra la religión católica sino contra lo que muchos creian un exceso de poder del clero."

Durante la Edad Media y el Siglo de Oro, la Iglesia dió a España una inmensa cantidad de hombres ilustres en todos los compos. Además la Iglesia fué el símbolo nacional, primero contra los invasores musulmane y despues contra los turcos y los protestantes; de aquí, su popularidad y su prestigio. A partir del sigle XVIII y por múltiples razones, la organización eclesiástica perdió gran parte del apoyo del pueblo. Por ultimo las agudas disputas politicas y sociales desarrolladas a partir del siglo XIX trajeron consigo un anticlericalismo militante en muchos españoles.

Hoy el clero--o por lo menos la mayor parte de él--ha vuelto a tener una conciencia más clara de su misión y esto ha hecho disminuir el anticlericalismo en gran medida. Las órdenes religiosas de frailes y monjas, y tambien ciertos otros organismos eclesiásticos, administran, atienden y a veces sostienen un número notable de instituciones beneficas.. Sin embargo, todavía son muchos los que resienten el hecho de que a la Iglesia se le haya permitido ejercer un fuerte control sobre la enseñanza y que las escuelas y colegios de religiosos tengan una consideración casi igual a las escuelas y colegios oficiales.

El Opus Dei, orden fundada en 1928 por Monseñor Escrivá de Balaguer, con la aprobacion de Roma, se ha hecho tan influyente en España como en siglos pasados 10 fueron los jesuitas. Le generalidad de los miembros del Opus Dei no son sacerdotes, pero muchos hacen voto de castidad y pobreza. Trabajan en toda clase de profesiones y oficios y, entre otras instituciones, han fundado universidades muy modernas y bien organizadas.

La Iglesia católica tiene en España muchos obispados y arzobispados. La más importante de las diócesis españolas es la de Toledo, cuyo arzobispo, desde la época visigótica, ha sido el primado, es decir, el jefe de la Iglesia de la Peninsula.

Los españoles del norte, en general, practican más la religion que los del sur. Esto es verdad principalmente entre los campesinos. Las mujeres, por su parte, suelen ser más devotas que los hombres y frecuentan mas los templos. Ceremonias como el bautismo, la primera comunión, el casamiento y los funerales son acontecimientos muy solemnes para las familias españolas católicas y naturalmente se verifican en el recinto de una iglesia. Existen gran cantidad de fiestas religiosas fuera de los domingos y días de precepto. Cada pueblo, cada ciudad, y cada profesión tienen un santo especial como patrono. El dia del santo patron y los dias siguientes se celebran, en el pueblo o la ciudad con grandes fiestas religiosas y civiles. Entre ellas misas de gran aparato, sermones y procesiones. In las procesiones la imagen del Santo recorre un trayecto en el que están incluídas las principales calles de la población y va acompañada de autoridades, bandas de musica y numerosos fieles.

Las procesiones más famosas son las de Semana Santa en Sevilla, Málaga, Granada y otras ciudades que, durante ese tiempo, atraen miles de turistas. Muchas de las procesiones de Semana Santa se celebran de noche y algunos espectadores entonan «saetas», es decir, coplas de ritmo flamenco y contenido religioso. Cada «paso», como se llama a las imágenes de la procesión, está patrocinado por una «cofradía» --sociedad de fieles devotos de dicha imagen--que acompaña el paso. Los cofrades van encapuchados y vestidos con largas y costosas túnicas que han de ser de igual color para todos los miembros de la misma cofradía. Además llevan la cara tapada por un antifaz y un gran cirio encendido en la mano. El conjunto resulta impresionante y lleno de misterio y solemnidad.

Hay en España algunos conocidos santuarios situados en pleno campo y que se visitan una vez al año en las denominadas «romerias» que atraen, a veces, a muchos asistentes. Así sucede con la «Romeria del Rocio» que desde Sevilla y otros lugares se encamina y una ermita de la provincia de Huelva. Los participantes acuden a caballo o en carretas tiradas por bueyes y adornadas con lujo y gusto. Los romeros visten trajes tipicos andaluces y la fiesta es muy alegre, pintoresca y llena de color.

PREGUNTAS

1. ¿Qué religiones hay en España?
2. ¿Contra qué han ido los movimientos anticlericales?
3. ¿Por qué tuvo la Iglesia en España tanta popularidad y prestigio?
4. ¿Por qué ha disminuído el anticlericalismo?
5. ¿Qué resienten muchos españoles?
6. ¿Qué sabe usted del *Opus Dei*?
7. ¿Quién es al Arzobispo Primado de España?
8. ¿Dónde y quiénes practican más la religión?
9. ¿Cuales son las procesiones más famosas?
10. ¿Cómo van vestidos los miembros de una cofradía?
11. ¿En qué consiste la Romería del Rocío?

FIESTAS POPULARES

Las ferias, herencia española tambien como las corridas de toros, son muy frecuentes en México. Se celebran con motivo de las fiestas patrias o en honor de los santos patronos, y consisten en festejos populares que tienen por teatro en la plaza del pueblo, en la que se levantan puestos de toda clase de vendimias, juegos de azar y otras diversiones sencillas. Hay música, comida, bebida, cohetes, fuegos artificiales, repique de campanas, toros, carreras de caballos con suertes de competencia, carreras en sacos, etcérera. Las principales fiestas patrias son el 16 de septiembre, día de la Independencia, el 5 de mayo, aniversaria de la Batalla de Puebla ganada a los franceses, y el 20 de noviembre, aniversario de la Revolución. En ellas el espectacule preferido del público lo constituyen los desfiles militares y atleticos que son muy lucidos.

En honor del santo patrono hay, por lo regular, una feria anual en cada pueblo que dura una semana. Como la plaza está siempre junto la iglesia, la festividad religiosa se celebra simultáneamente con la profana y mezclada con ésta.

En la capital, la Semana Santa, la Navidad, el Jueves de Corpus y las fiestas patrias, son también motivo de celebraciones que equivalen a una feria.

Las romerías son peregrinaciones, igualmente con mezcla de fiesta, que emprenden los devotos de un santo, caminando en ocasiones días enteros para llegar al sitio donde se venera la image. Los romeros pernoctan en donde pueden y pasan toda suerte de trabajos, para cumplir con la promesa que, generalmente, motiva el viaje.

Entre los santos que el pueblo humilde especialmente visita año tras año, en romería, se encuentran: la Virgen de Guadalupe, la de los Remedios, la de San Juan de los Lagos, en Jalisco, la de Tonatico en Morelos, la de Ocotlán en Puebla y el Señor de Chalma en el Estado de México.

La Semano Santa y el Día de Muertos son motivo de interesantes prácticas relegioso-profanas que los indios celebran con verdadera y sencilla devoción, representando pasajes y escenas simbólicas y conmemorativas. La pasión del Señor se representa todos los años el Viernes Santo, en el pueblo de Ixtapalapa, cercano a la ciudad, con enorme asistencia de espectadores. El día de Muertos se conmemora, en forma especialmente emotiva e interesante, en el bellisimo pueblo lacustre de Janitzio, en el Estado de Michoacán.

CONVERSACION

1. ¿Qué son las ferias?
2. ¿En qué consisten y dónde se célebran?
3. ¿Qué clase de diversiones hay en una feria?
4. ¿Con qué frecuencia se celebran y cuánto tiempo duran?
5. ¿Con qué van siempre mezcladas las festividades profanas?
6. ¿Con qué motivo hay ferias en la capital?
7. ¿Que son las romerías y qué las motiva?
8. ¿Qué imágenes son las más visitadas en romería?
9. ¿Dónde se representa todos los años la Pasión y en qué dia?
10. ¿En qué pueblo se conmemora de manera especialísima el día de Muertos?

LAS POSADAS Y LA NAVIDAD

Las posadas comprenden las nueve noches, del 16 al 24, que preceden al día de Navidad. La del 24 se llama la Noche Buena. Durante todas estas noches se conmemora la peregrinación de la Virgen María pidiendo posada cuando está a punto de nacer su divino hijo.

Las posadas provienen de Andalucía, en España; pero México les ha impreso fisonomía especial. En un principio se celebraban únicamente en las iglesias, a principios del siglo XIX empezaron a celebrarse en las calles y por último también en las casas. Hoy, la fiesta ha pasado a ser tanto más profana cuanto más alta la esfera social en que se celebra, y aun los clubes ofrecen posadas que no son más que bailes. En cambio las clases media y baja siguen más o menos fielmente la tradición religiosa.

La posada se inicia con una procesión, en la que las efigies de Maria y José, llamados los peregrinos, son llevadas en andas por niños y seguidas por todo el concurso, que canta la letanía de la Santísima Virgen llevando velitas encendidas en la mano. Terminada la letanía la mitad de la concurrencia entra en un cuarto cerrando la puerta; el resto queda fuera con los peregrinos y, cantando, pide posada a los de adentro, quienes al principio la niegan y finalmente abren la puerta y dan la bienvenida a los peregrinos. Luego se reparten obsequios y dulces, llamados colación, a la concurrencia. Por último viene la piñata que es gran diversión para chicos y grandes. Se trata de una olla de barro decorada con papel, en formas variadísimas que imitan gentes, animales y toda clase de objetos, flores y frutas. Una tras de otra varias personas son vendadas de los ojos y se les da un palo, para que traten de romper la piñata que está colgando al aire. Se evita cuanto es posible que esto suceda pronto, para prolongar la diversión. Cuando al fin es rota, rueda por el suelo todo el relleno que contenía: fruta, cacahuates y dulces envueltos. Aquí termina la posada, propiamente dicha, pero generalmente sigue un rato de tertulia y baile, de donde ha degenerado a lo que arriba se menciona.

El día de Noche Buena se pone el Nacimiento, que muestra el portal de Belén y sus alrededores, con figuras de bulto de personas, animales, plantas, etcétera. A la media noche se arrulla al Niño Dios y se le acuesta en el pesebre, donde permancece hasta el 2 de febrero, en que, con otra fiesta es levantado el Niño por las mismas personas que lo acostaron. En los templos se celebra Misa de Gallo la Noche Buena, y en todas las cassas, ricas o pobres, se toma la tradicional cena en la que se reune toda la familia.

Las mil chucherías necesarias para estas festividades se venden en puestos levantados a propósito que constituyen una verdadera feria, como ya se dijo.

A pesar de que el europeo árbol de Navidad ha sido trasplantado también a México, el tradicional Nacimiento conserva su arraigo en todo el país, y hay Nacimientos particulares y de algunas iglesias que son verdaderas joyas artísticas y que son visitados ano tras ano por millares de personas.

La costumbre de obsequiar a todos la Noche Buena ha cundido también, pero se conserva, al mismo tiempo, la de que sean los Reyes Magos los que traigan los juguetes a los niños en la madrugada del 6 de enero.

1. ¿Por qué llevan las posadas este numbre?
2. ¿Quiénes siguen celebrándolas con apego a la tradición religiosa?
3. ¿Quiénes son los peregrinos?
4. ¿Qué se hace después de que se les da la bienvenida?
5. CUÁL ¿Cuál es la parte más divertida de la posada?
6. ¿Qué se hace el día de Noche Buena?

LA VILLA Y LA BASILICA DE QUADALUPE

La antigua municipalidad de Guadalupe Hidalgo, popularmente llamada la Villa de Guadalupe, hoy pintoresco suburbio de la ciudad, es la sede de la suntuosa Basilica que guarda la milagrosa imagen de la Virgen de Guadalupe, Patrona de México y símbolo de la nacionalidad.

Dicha imagen que representa a la madre de Dios como una dulce belleza mestiza, está estampada en una tilma de ayate, de las que usan los indigenas mexicanos, a modo de capa. La tilma perteneció a Juan Diego, un nativo de los primeros convertidos al cristianismo a raíz de la conquista, a quien, según la leyenda, en los primeros días de diciembre de 1531, se le apareció la Señora cuatro veces, en distintos lugares del cerro, al pie del cual se encuentra hoy la Basilica, y le mandó dijera al obispo, que era fray Juan de Zummárraga, que deseaba se le construyera una iglesia en ese lugar. Como prueba de sus palabras la Señora mandó a Juan Diego cortar unas rosas que milagrosamente brotaron en el árido cerro, ponerlas en su tilma y llevarlas al obispo. Al ser abierta la tilma ante el prelado apareció en ella la linda imagen cuya técnica ningún pintor ha podido determinar.

El templo es visitado constantemente por gente de todas las clases sociales que, aisladamente o en peregrinaciones, viene de todo el pais. El mes de diciembre en el que se celebra la fiesta, que es el día 12,es de continuas festividades religiosas y semi-paganas, porque no ha sido posible arrancar a los indigenas totalmente, de algunas de sus antiguas prácticas, tales como la de bailar durante días y noches enteros en el atrio del templo, engalanados con vistosos y simbólicos trajes y tocados.

Varias fueron las iglesias que albergaron a la preciosa imagen, hasta que se construyó la actual que fue terminada en 1622. Después de sufrir sucesivas modificaciones se terminó como está actualmente, para la celebración del IV centenario de las apariciones, en 1931, con un costo de varios millones de pesos pagados totalmente por subscripción nacional.

Hay varias otras cosas interesantes que ver en la Villa, todas relacionadas con el culto a la guadalupana, entre ellas la lindisima Capilla del Pocito del mas puro estilo barroco y de planta elíptica, que la hace única en el mundo, el panteón y la otra capilla en lo alto del cerro, la vela del marino, los museos que ya mencionamos, y la antigua Calzada de los Misterios, en el viejo camino hacia la Basilica.

En 1945 fue celebrado espléndidamente, el cincuentenario de la coronación de la Virgen Guadalupana. Asistieron a las celebraciones Su Eminencia, el cardenal Rodrigo de Villeneuve, como representante de su Santidad el Papa Pio XII y 66 obispos y arzobispos nacionales y extranjeros. En esta ocasion se declaró a la Virgen de Guadalupe Patrona de las Américas.

CONVERSACION

1. ¿Dónde se encuentra la Basilica de Guadalupe?
2. ¿Qué representa la imagen?
3. ¿A quién se apareció la Virgen, según la tradición y cuantas veces?
4. ¿Qué mandó la Señora al obispo como prueba de sus palabras?
5. ¿Cuándo apareció la imagen en la tilma?
6. ¿Quiénes visitan el templo continuamente?
7. ¿Qué día se celebra la fiesta de la quadalupana?
8. ¿Cuándo se termino la Basilica como está actualmente?
9. ¿Hay otras cosas interesantes que ver en la Villa?
10. ¿Qué importante celebración tuvo lugar en 1945?

RASGOS GEOGRAFICOS

Como dijimos al principio del libro, España ocupa las cinco sextas partes de La Península Ibérica. La Península Ibérica es la más occidental de las tres penínsulas meridionales de Europa. Su superficie, si se incluyen las Islas Canarias y Baleares, es de unos 505.000 kilómetros cuadrados, que equivalen a 194.000 millas cuadradas, aproximadamente.

Fuera de Francia y Rusia, España es el país de mayor área entre los europeos. Casi toda ella se halla rodeada por mares (el Cántabrico al norte, el Atlántico al noroeste y suroeste, el Mediterraneo al este y al sur). En el extremo sur se encuentra el Estrecho de Gibraltar. En cuanto a los límites terrestres los forman los montes Pirineos, al norte, que separan España y Francia y al oeste una serie de accidentes geograficos marcan la frontera con Portugal.

Excepto Suiza, España viene a ser el país de mayor altura media de Europa: unos 2,000 pies sobre el nivel del mar. Su rasgo más característico consiste en la existencia de una gran meseta central encuadrada por elevadas cordilleras y cortada en su centro por otra que corre de este a oeste y la divide en dos mitades.

Al nordeste de la meseta se extiende el gran valle del Ebro. Al sur de la meseta el rio Guadalquivir riega la llanura andaluza, en cuyo extremo meridional se levanta la cadena montañosa más elevada de España, la Sierra Nevada, con cimas que alcanzan 11,500 pies de altura.

La parte norte de la meseta está atravesada por el río Duero, la parte sur por el Tajo y el Guadiana. Estos, ríos, como el Guadalquivir y el Ebro, son de largo curso. Los demás ríos españoles son cortos y de caudal irregular en el Mediterráneo, cortos también pero de régimen más constante en el Atlántico y el Cantábrico.

La disposición y altura de las montañas han determinado la formación de regiones naturales, de climas muy diversos y aspecto muy diferente, que contribuyen a darle a España su fisonomía peculiar.

Hacia el nordeste la cuenca del Ebro, comprendida entre los Pirineos y la Cordillera Ibérica, ocupa parte de Castilla, Aragon y casi toda Cataluña. Es region de lluvias escasas y temperaturas extremadas en verano e invierno. Las laderas de los Pirineos ofrecen un clima semejante al de las montañas suizas y en ellas las lluvias y nieves abundantes mantienen extensos bosques. La costa de Cataluña y las Islas Baleares se parecen al litoral francés del Mediterráneo. Al sur del delta del Ebro, en las comarcas de Valencia y Murcia, la sequedad es grande y la temperatura ardiente en verano y templada en invierno. Lo mismo puede afirmarse de la temperatura de Andalucía, aunque en esta zona la cantidad de lluvia es mucho mayor y en las altas sierras el clima queda modificado por la altura. En la meseta norte, correspondiente a Castilla la Vieja y León, los inviernos son largos y con frecuentes nevadas, los veranos cortos y calurosos. En la meseta sur. Castilla la Nueva y Extremadura, los veranos son mas calientes y los inviernos no tan rigurosos. En cambio, la costa norte, siempre muy lluviosa, ofrece veranos frescos e inviernos relativamente templados. En esta zona se encuentran el

País Vasco, Santander, Asturias y Galicia.

En cuanto a las Islas Canarias, situadas en pleno Atlántico, frente a las costas africanas del Sahara, presentan un clima tropical seco con pequeñas diferencias en la temperatura de las diversas estaciones.

Para dar idea de los contrastes que brinda España en cuestión de clima y lluvia, diremos que mientras en algunos puntos de la meseta se ha llegado en invierno a 30 grados centígrados bajo cero (--22 Farenheit), en la cuenca del Guadalquivir en verano el termómetro ha subido a 50 centígrados a la sombra (122 Farenheit). En cuanto a la lluvia, algunas localidades del norte miden casi 80 pulgadas por año, en tanto que en el sureste hay puntos que no reciben mas de ocho pulgadas anualmente.

Naturalmente los accidentes geográficos y el clima dan al paisaje español una extraordinaria variedad que se refleja también en las costumbres, la formade vida, el aspecto de pueblos ciudades y la construcción de los edificios. El norte, con sus tierras verdes y jugosas, sus costas recortadas, valles y prados coronados por montanas cubiertas de árboles, sus pintorescas aldeas, sus cielos grises y sus núcleos indutriales, se diferencia mucho del resto del territorio.

En el centro y en el valle del Ebro, con excepción de las orillas do los ríos y las laderas de las montañas, el país es llano, y de aspecto estepario, con pocos arboles, pueblos de aire severo y cielos claros.

El este y sureste tienen fertilisimos oasis, especialmente las huertas de Valencia y Murcia, cielo luminoso, costas suaves y pueblos alegres. Mientras que Andalucia, gracias al alto grado de calor y a las lluvias suficientes, a la alternancia de llanuras, costas y montañas, a los pueblos de deslumbrante blancura y a la vegetación opulenta, constituye la región española que más contrasta con el resto de Europa.

PREGUNTAS

1. ¿Cuál es la posición geográfica de España?
2. ¿Cuales son los límites de España?
3. ¿Cual es el rasgo más característico de la Peninsula?
4. ¿Cuáles son los grandes ríos de España? ¿Dónde se hallan?
5. ¿Qué le da a España su fisonomia peculiar?
6. ¿Cómo son el verano y el invierno en las diversas regiones españolas?
7. ¿Recuerda usted los extremos de temperatura y lluvia en España?
8. Describa el norte de España.
9. ¿Cómo es el paisaje en el centro?
10. ¿Cual es la región española que más se diferencia de Europa? ¿Por qué?

XOCHIMILCO

Al sur de la ciudad se encuentra el precioso lago de Xochimilco, en el pueblo del mismo nombre.

El lago, que tiene una profundidad máxima de tres metros, ha quedado convertido, casi en su totalidad, en canales, porque en él los indígenas construyeron jardines flotnates, con tierra que echaron sobre una cama de troncos y ramas de árboles. Estos jardines, llamadao chinampas, están totalmente sembrados de las más lindas y variadas flores, durante todo el año, y algunas también de verduras.

Los canales se ven surcados continuamente por pintorescas trajineras, que son canoas o lanchas primitivas, de fondo plano, impulsadas por un largo palo que el remero lavanta y apoya rítmicamente, en el fondo del lago; y siempre lucen adornadas con flores de la estación, que forman variados dibujos enmarcando un nombre de mujer, que es el de la canoa.

La vegetación es exuberante y en ella se destacan unos lindos árboles, esbeltos como agujas, que son la característica del paisaje y se llaman ahuejotes.

Las múltiples embaracaciones que surcan el lago en todo tiempo, llevan músicos y cancioneros populares, flores, comida y bebida, y toda clase de chucherías nacionales que se ofrecen en venta a los visitantes. Alrededor del lago hay restaurantes para todos los gustos y fortunas.

Los indígenas de Xochimilco son inteligentes y trabajadores y han vivido allí por generaciones. Sólo excepcionalmente y con gran dificultad, se desprenden del florido pedazo de tierra que ha sido suyo durante siglos. Aunque pertenecientes al mismo grupo racial de los aztecas, los xochimilcas llegaron al Valle de México mucho antes que aquéllos.

En Xochimilco se encuentran algunos de los manantiales que surten de agua a la ciudad de México. El turismo ha llamado a Xochimilco la Venecia Mexicana.

1. ¿Dónde se encuentra Xochimilco?
2. ¿En qué ha quedado convertido el lago casi totalmente?
3. ¿Qué son las chinampas?
4. ¿De qué están sembradas?
5. ¿Qué son las trajineras y cómo están adornadas?
6. ¿Qué árboles caracterizan el paisaje de Xochimilco?
7. ¿Qué llevan las embarcaciones que surcan el lago?
8. ¿Cómo son los indios de Xochimilco?
9. ¿Venden fácilmente sus tierras?
10. ¿Qué utilidad tienen los manantiales de Xochimilco?

LAS FLORES Y LAS FRUTAS

México es pródigo en flores y frutas. En el Distrito Federal crecen las más lindas flores cultivadas y silvestres. El principal vergel es Xochimilco, donde cada chinampa es un florido caudro de claveles, amapolas, pensamientos, margaritas, chicharos, alelies, gladiolas, rosas, rubes, encajes, etcétera. En el invierno abundan las violetas. En los climas cálidos crecen profusamente gardenias, azucenas, nardos y azaleas.

Los mexicanos son muy afectos a las flores; en todas las casas hay, por lo menos, algunas macetas floridas, y aun la gente más humilde las improvisa en cualquier lata, tiesto, o cacharro que encuentra a la mano.

En todos los mercados y en plena calle pueden comprarse flores por poco dinero; y para quienes no les importa el precio, hay elegantes tiendas donde se pueden conseguir las más raras y costosas especies.

Durante todo el mes de mayo, que es llamado el mes de las flores, o el mes de Maria, las niñas acuden tarde a tarde, vestidas de blanco a ofrecer flores a la Viegen María, en las iglesias.

Al igual que las flóres abundan las frutas y pueden comprarse en idéntica forma: en el mercado, en la calle, o en la frutería especial. Las zonas cálidas producen caña de azúcar, plátano, naranja, toronja, zapote, piña, mango, papaya, guayaba, chirimoya. En las regiones templadas y en las frías se cultivan manzanas, perones, duraznos, chavacanos, cerezas, ciruelas, limas, fresas, limones, uvas, capulines, membrillos, tejocotes, jícamas, tunas, higos, brevas y algunas más.

Hay gran variedad de dulces que se elaboran con frutas, entre ellos: conservas, mermeladas, jaleas, fruta cubierta o cristalizada y las famosas pastas llamadas ates, porque esta terminación añadida al nombre de la fruta, forma el del dulce, por ejemplo: peronate, guayabate, membrillate, etcétera. Estos ates son originarios de Morelia la capital del Estado de Michoacán.

CONVERSACION

1. ¿Cuál es el principal vergel de la cuidad de México?
2. ¿Qué flores crecen en las chinampas?
3. ¿En qué tiempo abunda las violetas?
4. ¿Que flores se producen en los climas tropicales?
5. ¿Qué hay en todas las casas mexicanas, aun en las más humildes?
6. ¿Cómo se llama al mes de mayo y por qué?
7. ¿Qué frutas producen las zonas cálida y templada?
8. ¿Dónde se pueden comprar flores y frutas en México?
9. ¿Hay frutas de todos los climas?
10. ¿Cómo se llaman las famosas pastas de frutas de Morelia?

EDUCACION

En España las escuelas elementales, las de enseñanza media, las técnicas y las universidades están administradas según un sistema que implanta el gobierno para toda la nación. La mayoría de los establecimientos de educación pertenencen al estado que page, directamente, a maestros y profesores. Existe un menor número de escuelas privadas, dependientes de la Iglesia y otras instituciones, pero todas han de seguir el "curriculum" oficial en enseñar la religión católica.

Los niños españoles tienen que asistir a la escuela primaria entre los seis y los doce años. La instrucción intermedia, en cambio, no es obligatoria y se da en dos clases de institutos, unos de carácter científico y literario que preparan a los alumnos para las carreras universitarias y otros, llamados laborales, que se interesan por la preparación téchnica de los estudiantes. La duración de los cursos en los institutos de ensenanza media es de siete años. Los cuatro primeros proporcionan el, grado de "bachiller elemental" despues de haber sufrido con éxito un examen general. Los tres últimos dan derecho al titulo de bachiller superior si se aprueba un examen final, denominado de "revalida." Este diploma, sin embargo, no es suficiente para ingresar en la universidad o en las escuelas técnicas superiores ya que una y otras requieren nuevas pruebas especiales para la entrada.

Las escuelas primarias, con excepción de las privadas, son gratuitas. Las escuelas medias oficiales requieren el pago de una pequeña cantidad que no se cobra en el caso de que el alumno sea pobre o de que su familia tenga cierto número de hijos. Los estudiantes inteligentes y de escasa fortuna reciben becas de dotación suficiente para pagar sus estudios, libros y comida. El número total de estudiantes en la enseñanza media es muy elevado y no lo es más proque las diversas pruebas eliminan rápidamente a los perezosos o mal preparados.

Hay doce universidades del estado y algunas privadas. En ellas siguen sus carreras muchos miles de alumnos de los cuales un diez por ciento son extranjeros. El costo de la matrícula es muy bajo y se dispensa de el a estudiantes pobres. También hay becas, algunas excelentes, que disfrutan los mejores alumnos entre los que carocen de recursos suficientes para pagar su educion. Junto a las universidades funcionan los "colegios mayores," residencias donde los escolares que asi lo desean pueden vivir cómodamente y con buena comida por precios moderados.

La universidad español comprende solamente siete facultades: medicina, derecho, ciencias políticas y económicas, filosofía y letras (con muchas secciones, ciencias (matemáticas, física, química, ciencias naturales), farmacía y veterínaria. En todas ellas existen departamentos expecializados en las diversas disciplinas.

Los maestros cursan su profesión en escuelas normales, independientes de la universidad; y los ingenieros, arquitectos y damás profesionales técnicos, en escuelas especiales.

Los estudiantes han de pertenecer al sindicato estudiantil oficial que les da ciertas ventajas como asistencia médica gratuita y viajes y espectácilos a precios reducidos, pero que les impide actuar sin el control del gobierno. Todos los alumnos han de hacer el servicio militar que cumplen en las "milicias universitarias", organizadas de manera que interrumpan lo menos posible los estudios del soldado.

La universidad de mayor número de estudiantes es Madrid con más de sesenta mil. Luego siguen Barcelona, Granada y Santiago, pero la más conocida por su historia es la de Salamanca. La de Madrid es una de las pocas universidades europeas que posee un campus donde se hallan las diferentes facultades y los colegios mayores. El conjunto de edificios y parques, situados en las afueras de la capital, lleva el nombre de "ciudad universitaria".

Sin contar las universidades, existen en España una gran cantidad de organismos dedicados a la investigación cientifica, literaria e histórica. Estos organismos se agrupan en el Centro Superior de Investigaciones Científicas, mantenido y administrado por el gobierno. Hay, además, un crecido número de bibliotecas públicas, universitarias y privadas, entre las cuales la más rica es la Biblioteca Nacional de Madrid. Los museos son, también, muchos. El museo del Prado, en Madrid, es uno de Los más conocidos del mundo. Hay numerosos archivos, como el de Simancas que contiene inmensa cantidad de documentos medievales, y el de Sevilla que guarda toda la documentación referente al descubrimiento, conquista y colonización de América.

El creciente número de estudiantes y las exigencias de la enseñanza moderna han obligado a crear, en 1968, nuevas universidades y facultades universitarias en diversas provincias. Los universitarios españoles, como los de casi toda Europa, deber conocer por lo menos dos idiomas, fuera del español. Las lenguas más populares en España son el francés y el inglés, seguidas por el alemán, árabe e italiano.

El estado español pensiona una determinada cantidad de alumnos y profesores para que amplien estudios en el extranjero y concede ayuda a escolares de otros paises, particularmente a hispanoamericanos y filipinos, para que estudian en España.

El analfabetismo que, a principios de siglo, afectaba al cuarenta por ciento de los españoles, hoy ha desaparecido practicamente. La campaña emprendida para eliminarlo y la ayuda de los universitarios que se brindaron a enseñar gratuitamente logró acabar con el problema.

Preguntas

1. ¿Quién administra la enseñanza en España?
2. ¿Qué clases de escuelas intermedias hay en España?
3. ¿Qué hay que hacer para obtener el titulo de bachiller elemental? ¿Y el de superior?

(EDUCACION)

4. ¿Quiénes reciben enseñanza media gratuitamente?
5. ¿Qué son los colegios mayores universitarios?
6. ¿Cuántas facultades existen en las universidades españolas?
7. ¿Dónde estudian los maestros y los técnicos?
8. ¿Qué son los sindicatos estudiantiles y las milicias universitarias?
9. ¿Cuáles son las universidades españolas más importantes?
10. ¿Qué guardan los archivos de Simancas y de Sevilla?
11. ¿Cuáles son las lenguas más populares en España, fuera del español?
12. ¿Quiénes son pensionados por el gobierno español?
13. ¿Qué ha occurrido con el problema del analfabetismo?

LOS TOROS Y LAS CARRERAS

Las corridas de toros que provienen de España, son la diversión favorita de una gran mayoría del pueblo mexicano, sin distinción de clases. Constituyen la fiesta de la bravura, del color y del ritmo. Durante las breves dos horas que dura el espectáculo, el público experiencia las más fuertes emociones estéticas y humanas: sol, música, requeza de oro, plata, sedas, y colores, en los trajes de los diestros; cuadros dignos de ser plasmados por los mejores artistas, en las diversas suertes de la lidia; y al mismo tiempo, valentía temeraria del torero que se juega la vida, y que es, en un momento el ídolo y al siguiente el blanco de los más duros ataques del monstruo que es el público. En sus grandes tardes, el diestro sale en hombros de la multitud, entusiasmada hasta el delirio. Eso son los toros por los que el público mexicano paga lo que le piden.

EXPERIENCIA

El coso máximo de la ciudad hasta 1946, fue la plaza de toros "El Toreo", hoy de "Cuatro Caminos", que tiene cupo para 20 000 personas sentadas. Posteriormente se construyó la enorme "Plaza México": de la Ciudad de los Deportes, en la que caben 60,000 personas. Cada año hay una temporada seria y una de novilladas, en la que torean los novilleros que aun no han recibido la alternativa, de manos de los maestros en el arte.

Las suertes de la lidia son: toreo de capa, pica, banderillas, muleta y muerte del toro. Por regla general se lidian de 6 a 8 toros, los que son cuidadosamente seleccionados y criados por exportos ganaderos que casi siempre lo han sido de padres a hijos. El precio promedio de un toro es de $5,000.00.

Los toreros ganan de $10,000.00 a $50,000.00 por corrida, según su fama, y los precios de entrada varían entre $3.00 y $50.00 por persona.

Las carreras de caballos y las de automóviles también tienen adeptos en México; pero hasta hace quince años estos eventos sólo se practicaban con regularidad en Baja California. Hoy, la ciudad de Mexico cuenta con el magnifico Hipódromo de las Américas que está a la altura de los mejores del mundo.

CONVERSACIÓN

1. ¿De dónde provienen las corridas de toros?
2. ¿Qué diversas cosas ofrece la fiesta de toros?
3. ¿Es constante la admiración del público por el torero?
4. ¿Qué cupo tiene la "Plaza Mexico"?
5. ¿Cuántas temporadas hay cada año?
6. ¿Cuáles son las suertes de la lidia?
7. ¿Cuántos toros se lidian en una corrida y que precio tiene uno?
8. ¿Cuánto ganan los toreros y cuánto paga el público por las entradas?
9. ¿Ha habido siempre carreras de caballos en todo el país?
10. ¿Desde cuando existe el Hipódromo de las Américas?

ESPECTÁCULOS Y DEPORTES

El español es muy amigo de toda clase de espectáculos. En España existen numerosas salas de cine y muchos teatros. Los cines proyectan películas espanolas y extranjeras. Estas últimas se someten, generalmente, a un proceso de doblaje para que los espectadores puedan seguir el diálogo sin dificultad. Los cines funcionan entre las cuatro de la tarde y las dos de la mañana en locales grandes, bien acondicionados y modernos. Los teatros ofrecen dos representaciones--por la tarde por la noche. A menudo están instalados en edificios suntuosos.

El teatro ha sido siempre muy popular en España y sobre todo en Castilla. Hay muchas compañías que ponen en escena piezas clásicas, modernas y estranjeras. En Mérida, durante la primavera, se celebra un festival en el antiguo teatro romano y se representan obras latinas y griegas. En Madrid, en las fiestas de mayo, suelen actuar compañías teatrales extranjeras--inglesas, francesas, italianas y alemanas--que representan obras de estos paises en la lengua original. La ópera es más corriente en Barcelona, aunque también hay temporadas de ópera en Madrid, Valencia y Bilbao. En cambio, la zarzuela es muy apreciada en todas partes.

Muy en boga está el ballet folklórico a base de danzas regionales, presentadas con vestuario y decorados muy artisticos y de buen gusto. Esta clase de ballet ha sido popularizado por las compañías españolas en el extranjero y los mismo ha ocurrido con el canto llamado flamenco que procede de Andalucía.

Frecuentes son los conciertos de música clásica. Las mejores orquestas sinfónicas son las de Madrid, Barcelona y Sevilla. Muchos ayuntamientos mantienen bandas de música, a base de instrumentos de viento y percusión. Estas bandas ejecutan piezas de musica brillante y popular los domingos y días de fiesta en los parques públicos. La asistencia a tales conciertos es gratuita.

Especialmente en lose puertos y lugares de turismo suele haber hastantes cafés cantantes y teatros de variedades. En cambio, el circo es más raro.

Pero los espectáculos que atraen inmensa cantidad de gente son el fútbol y los toros. Algunos estadios tienen capacidad para casi cien mil personas y son escasas las ciudades que no cuentan con un campo de deportes en el que el equipo local defiende el honor futbolistoci de la población durante los campeonatos nacionales.

En cuanto a las corridas de toros son de origen antiquísimo y eran frecuentes durnate la Edad Media y el Siglo de Oro. Entonces los toros eran lidiados por caballeros y gentes de la nobleza y la corrida se consideraba como un deporte. Desde el sigo XVIII apareció el toreo profesional y las corridas se verificaron en sitios cerrados, parecidos a circos romanos y llamados plazas de toros. Estas plazas las hay hoy día en casi todas las cuidades y en algunos pueblos grandes, Ciertas poblaciones, como Madrid y Sevilla, tienen varias plazas. Hay corrida diarias en el período de las fiestas locales. Fuera de fiestas, el día consagrado a los toros es el domingo y solo en las estaciones de primavera y verano.

Hay dos clases de corridas: novilladas, en las que actúan toreros debutantes deseosos de labrar su fama, y otras de mayor prestigio a cargo de toreros experimentados a quiénes, para distinguirlos de los novilleros, se les llama «matadores de toros». El equipo de un gran torero forma un conjunto denominddo «cuadrilla». El jefe es el matador, encargado de las faenas principales y más peligrosas y de dar muerte al toro. De sus ayudantes unos torean a pie, los «peones» y «banderilleros». Preparan al animal para facilitar la tarea del matador y le colocan en el morrollo las «banderillas». Otros torean a caballo, los «picadores», y tienen por misión clavar en el morrillo del toro la punta de una lanza con el fin de rebajar los bríos del animal.

Los toreros aparecen en la plaza en «traje de luces». Es decir, un traje bordado en varios tonos, con hilos metálicos brillantes, pantalón ceñido que llega a la rodilla, medias, faja y chaquetilla corta. Generalmente hay tres matadores con sus cuadrillas y seis toros en cada corrida. El espectáculo se celebra a la caída de la tarde. Especialmente en Andalucía, muchas mujeres asisten a la corrida vistiendo trajes típicos, mantillas, peinetas atlas y mantones de manila. En algunas ocasiones, y antes que los toreros comiencen a actuar, se lidia un toro por un jinete que hace casi todo el trabajo.

Los toreros que hacen faenas excepcionales reciben la oreja del toro como premio y, a veces, salen de la plaza conduciodos en hombros por sus admizadores. Los grandes matadores gana cantidades fabulosas y torean muchas corridas por año. Pero un oficio es muy arriesgado. Con frecuencia los lidiadores son heridos y, en ocasiones, muertos por los toros. De manere que la corrida tiene, tambien, su aspecto trágico.

Tanto los toros como el fútbol son espectaculos muy caros en España. Por el contrario, cines y teatros tienen precios moderados.

A pesar de haber en Madrid muchos locales destinados a los diversos espectáculos, los sábados, domingos y fiestas results difícil encontrar entrada para ninguno de ellos. Si se quiere asistir a toros, fútbol, cine o teatro, en uno de esos días, conviene reservar los billetes con anticipación. Lo que se ha dicho de Madrid es aplicable a las demás ciudades de Espana.

En España la gente y especialmente los jóvenes, son muy amigos de practicar algún género de deporte. Fuera del fútbol, se juega rugby, baloncesto, hockey y sobre todo la pelota vasca o «jai alai». En este último, intervienen profesionales en sitios llamados «frontones». Otro deporte en que se distinguen los españoles es el tenis. Las carreras a pie y en bicicleta son igualmente populares y lo mismo sucede con la natación y las regatas a remo y a vela. Cada día ganan más adeptos los deportes de montaña y de nieve y hay bastantes sociedades de esquiadores.

Se practica mucho en la Peninsula la caza. Por hallarse el país relativamente poco poblado y por ser muy montanoso se han conservado muchas especies de animales no domésticos que están a punto de desaparecer, o han desaparecido en otros territorios europeos. Para evitar que sufran la misma suerte en España, el gobierno ha promulgado severas leyes que limitan la caza de cada especie a determinadas épocas del año. Los animales más abundantes son perdices, codornices, conejos, y liebres. Pero tambien existen, sobre todo en las montañas, jabalíes, corzos, ciervos, zorros, labos, linces y, en los Pirineos y el norte, algunos osos. La reserva más rica de Europa en toda clase de animales silvestres se halla en el oeste de Andalucía, en la zona conocida por «Las marismas».

PREGUNTAS

1. ¿Cuándo funcionan cines y teatros en España?
2. ¿Qué obras se representan en Merida y en Madrid en ciertas épocas?
3. ¿En qué consiste el ballet folklórico?
4. ¿Qué clases de conciertos hay en España?
5. ¿Qué espectáculos son los que atraen más gente?
6. ¿Cuándo hay corridas de toros?
7. ¿Cuándo apareció el toreo profesional?
8. ¿Cuántas clases de corridas hay y en qué se diferencian?
9. ¿Qué es una cuadrilla y quiénes la forman?
10. ¿Cómo van vestidos los toreros?
11. ¿Qué hace un rejoneador?
12. ¿Qué les ocurre a los grandes toreros?
13. ¿Es fácil asistir en España a espectáculos?
14. ¿Recuerda usted algunos deportes populares en España?
15. ¿Por qué razones abunda en España la caza?
16. ¿Cuáles son los animales no domésticos mas frecuentes y dónde se halla la reserva más rica de Europa?

LA VIDA ESPAÑOLA EN CONJUNTO

El género de vida y las costumbres españolas difieren según la región y según se trate de grandes ciudades o pueblos pequeños, perio tienen, como es natural, muchas características comunes las distintas comarcas. El habitante de España, por lo general, es pregario, vital, poco amigo de permanecer encerrado en casa y aficionado a trasnochar. Suele ser persona alegre, apasionada, que gusta de conversar y discutir con sus conocidos en un cafe o un bar, pasear y asistir a espectáculos.

En la familia española el padre ejerce una autoridad firme y padres e hijos llevan una existencia muy unida, suelen comer juntos e ir juntos también a ceremonias, fiestas y diversiones. Los niños pequeños disfrutan de la atención y el cariño de todo el mundo y los padres se enorgullecen de estar en su compañia.

La mujer, sobre todo en las ciudades, posee una libertad considerable y a menudo trabaja en fábricas o oficinas ejerce cargos profesionales. Aunque los criados son cada vez mas escasos, tabagia las familias de la clase media suelen tener sirvientas que facilitan mucho la labor de las amas de casa y poco a poco acaban por ser consideradas como familiares.

El español y la española, gustan de vestir, y más aún calzar, elegantemente. Se levantan, comúnmente, más tarde que el americano, tomen un desayuno muy ligero y comienzan a trabajar entre las ocho y las diez de la mañana. Entre la una y las tres o las cuatro de la tarde, el trabajo se interrumpe para almorzar. Lo habitual es almorzar en casa con la familia, ya que el almuerzo es la comida principal del día, comida que consiste an varios platos fuertes, acompañados de vino u otra bebide, frutas, postre y café. Antes existía la costumbre de la «siesta». Ahora la presión de la vida moderna ha hecho que la mayoría de la gente renuncie a ella. Terminado el almuerzo se vuelve al trabajo hasta las siete o ocho de la tarde. A ese hora se pasea o se toma un aperitivo an cualquier bar. Se cena alrededor de las diez otra comida fuerte, pero no tanto como la del medio dia. Después de cenar, frecuentemente se pasa un rato en un café o se asiste a una sesión de cine o teatro y luego se regresa a casa para dormir.

Los domingos y dias festivos, especialmente si el tiempo es favorable, los españoles prefieren ocupar sus ocios en excursiones campestres en compañís de sus parientes o amigos y disfrutar en el campo de una suculenta merienda. Si hay toros o fútbol muchos se quedan en la corrida o en el estadio. Algunos pasan la tarde en cines, teatros o cafés.

En ciudades provicianas y pueblos a última hora de la tarde, la gente suele pasear por las calles céntricas o los parques; especialmente los jóvenes que aprovechan el paseo para encontrar amigas y amigos de su edad y flirtear o conversar con ellos.

Desde hace algunos años las vacaciones se han generalizado y, en verano, playas y montañas están congestionadas de veraneantes. Muchos de los lugares en que se concentra el veraneo son pueblecitos cuya habitual tranquilidad y silencio se cambian en extraordinaria animación y ruidosos festejos durante unos meses para, en otoño, volver a una existencia casi vegetativa.

A partir de septiembre las calles principales de las ciudades vuelven a llenarse de personas y vehículos que, por la tarde, hacen la circulación casi imposible. Todo el mundo parece estar en la calle admirando los escaparates de lujosas tiendas y almacenes y los artículos que en ellos se ven.

La mayor parte de las familias que habitan las ciudades viven en casas de apartamentos y solo unas pocas en residencias de otro tipo. Esto hace que, a diferencia de las americanas, las ciudades sean muy compactas. Para aliviar semejante situación hay numerosos parques y jardines, agradables y bien cuidados, en los que la gente puede gozar de paz y olvidar el barullo urbano. A los parques acuden, principalmente, los niños con sus padres o criadas y en ellos juegan sin miedo a vehículos ni a accidentes de tráfico. Algunos de los parques están exclusivemente consagrados a los niños y las escuelas y colegios tienen, como es natural, un terreno dedicado a juegos infantiles. De manera que los pequeños, aunque viven en apartamentos, no echan de menos el ejercicio, el aire libre y la compañía de sus amiguitos.

El presupuesto familiar se distribuye muy diferentemente en España y América. Los espanoles pagan un porcentaje mucho menor en impuestos, seguros, atenciones medicas y vivienda. En cambio gastan, proporcionalmente, más en vestido, espectáculos y comida. Se calcula que las clases menos adineradas consumen casi el cincuenta por ciento de sus ingresos en alimentación, un quince por ciento en vivienda y servicios (luz, agua, calefacción, teléfono y gas) y el treinta y cinco por ciento restante en los demas gastos. En las clases mas ricas la proporción gastada en alimentos es mucho menor por ser los ingresos mas elevados. En cambio estas clases destinan fuertes cantidades a automóviles, viajes, vestidos y artículos de lujo.

Los españoles son generosos con su dinero y su tiempo. Acogen bien a los extranjeros y se muestran con ellos muy cordiales. Los invitan con frecuencia a un restaurante o a un café, pero--salvo en casos de estrecha amistad--raramente a la casa.

Otra paradoja del carácter de los españoles es que ellos acostumbran a criticar el país y las instituciones sin restricción alguna y delante de extranjeros, pero resienten el hecho de que los nacidos fuern del territorio critiquen las mismas cosas que a ellos les parecen mal.

PREGUNTAS

1. ¿Cómo suelen ser los españoles?
2. ¿Cómo está organizada la familia?
3. ¿Cómo vive la mujer?
4. ¿Cuál es la comida principal y en qué consiste?
5. ¿Qué se hace cuando se termina de trabajar?
6. ¿Cómo pasan los espanoles los domingos y días festivos?
7. ¿Qué se hace por la tarde en las ciudades provincianas?
8. ¿Qué pasa con las vacaciones?
9. ¿Qué ocurre en las ciudades a partir de septiembre?
10. ¿Dónde viven la mayor parte de las familias?
11. ¿Qué hay en las ciudades para los niños?
12. ¿Cómo se distribuye el presupuesto familiar en las clases mas pobres? y en las más ricas?
13. ¿Cómo se portan los españoles con los extranjeros?
14. ¿Cuál es una paradoja del carácter español?

LA COMIDA MEXICANA

La comida mexicana requiere larga y complicada preparación. Es muy sabrosa aunque dificil de digerir para personas acostumbradas a comida sin mucho condimento. La de la gente acomodada puede decirse que es de tipo internacional, porque emplea platillos de diversas procedencias en una misma comida, por ejemplo: sopa de crema a la francesa, spaguetti a la italiana, cocido o pescado a la española, guisado, enchiladas o mole y frijoles a la mexicana, y postre consistente en helado o pastel, a la americana. Este típico menú mexicano puede rociarse con cerveza, vino o refresco.

Las clases humildes tienen como base de su alimentación el maíz que es nativo de América, el frijol y el chile. Pocas veces comen carne o beben leche; en cambio toman pulque, la bebida nacional extraída del maguey que la linda joven indígena Xóchitl ofreció al rey Tepalcantzin del que más tarde fue esposa.

El chocolate es otro rico alimento nacional que está al alcance de todas las fortunas y es nutritivo a la vez que sabroso. Antiguamente la gente acomodada acostumbraba tomarlo a media tarde, acompañado de bizcochos y otras golosinas. Hoy ha sido sustituído por el té que acostumbran los pueblos sajones.

En todo el pais se hacen tres comidas al día, por regla general, las que varian un tanto de nombre, así como en las horas de tomarse, según la región. Son: el desayuno que se toma por la mañana; el almuerzo o comida, entre las 12.30 y las 14.30. El primero se acostumbra en las regiones tropicales y la última en la altiplanicie. Finalmente, la merienda o la cena que se toma por la noche entre las 7 y las 9. La merienda es un alimento ligero, consistente en café con leche o chocolate y pan, y la cena es casi una comida como la que al principio se describe.

La cocina mexican es variadísima, especialmente en antojitos de los más diverso tipos, pero hay que ser prudente para gustarla si no se está acostumbrado a ella.

1. ¿Cómo es la comida mexicana?
2. ¿Por qué es difícil de digerir para algunas personas?
3. ¿Cómo es la comida de la gente acomodada?
4. ¿Cuál es la base de la alimentación de las clases humildes?
5. ¿Cuál es la bebida nacional de la que gustan mucho?
6. ¿Está el chocolate al alcance de todas las gentes?
7. ¿Cuántas comidas se hacen regularmente en todo el país y como se llaman?
8. ¿Tienen los mismos nombres en todas partes?
9. ¿Qué diferencia hay entre la merienda y la cena?
10. ¿Qué abunda en la cocina mexicana?

CULTURE CAPSULES

Entender y Hablar (revised)

Chapter 9 Día de fiesta

1. Have students list holidays for comparison.
2. Have students specify how they celebrate particular days, then compare with the visitor.
3. Any Spanish-speaking guest.
4. Students have studied Chapter 9 - vocabulary and pictures in text
5. What days are holidays -

    Religious
    Political
    Birthdays and saints' days

6. How do you celebrate these days? Do schools and businesses close?
7. Do you have special foods for certain days?
8. Do you exchange gifts - with whom and when?
9. How do they express greetings or best wishes?
10. Use pictures from magazines for holiday activities:

    Vanidades, Tiempo, Hoy, ¿Qué Tal?, La Luz, OAS publications.

* * *

El Español Al Día

Lección 23 En el cine

1. Use the dialog as a basis for implementing a native speaker who would discuss dating procedures.
2. Newspapers and telephone books for sources of entertainment for dates; movies being shown, etc.
3. Words in vocabulary to emphasize:
    1. teatro
    2. casa
    3. canciones
    4. baile

* * *

Lengua Activa (1970)

Lesson 10 Dialoguito

a. Money (exchanging, etc.)
b. Customs (going through)
c. Lodging
d. Meals (How to choose a place to eat)
e. Car (gas, upkeep, etc.)

Include some outlandish situations.

IV - Prepare questions in the language that would enable the students to obtain this information from the speaker.

V - Bring in the speaker - the speaker would have to be given some background information as to what types of questions the students had in mind. The student's questions would be the basis of the discussion. The speaker could be of any age, but would probably have to be limited to someone from Mexico rather than another country.

VI - A possible culminative activity would be for the students to develop dialogs which would be situations solving the problems.

* * *

Let's Speak Spanish

Units 4 and 5

Specifics: 1) FLES grouping of 12-13 yr. old
2) Book geared at the Mexican culture
3) Visitor is Mexican male, 35+ age group, upper middle class, architect, from northern Mexico (Victoria, Tamps.)
4) Students told beforehand what areas to be covered.
5) Time span: 30 minutes
6) Lesson tied into Units 4 and 5 of Let's Speak Spanish by Conrad J. Schmitt.

Objective: **Family Life:** the Domestic Scene
-"Students to become aware of the basic working relationships of the upper middle class family."

Materials: Slides (brought in by teacher and guest)

Question: "Do you have anything that would help the students to understand how your homelife was?"

Suggestions: Slides, films, post cards, etc.

Specific objectives: 1) Students to be introduced to the power structure existing within the family.
2) Students to be introduced to the main diet of the family.
3) Students to be introduced to the mode of dress of the family members.

---- Students to develop questions within the specified areas.

* * *

A. Interview - The guest we are inviting is a man from Argentina. He is a former sports participant.

B. He will be given beforehand a copy of the dialogue and be asked to address himself to the class about the topic of sports in his country, after reading the dialogue to the class.

1. ¿Cuál es el deporte popular en la Argentina?
2. ¿A qué hora tiene lugar este evento deportivo?
3. ¿Qué día se prefiere éste?
4. ¿Cuánto cuesta el billete?
5. ¿Es lo mismo en las ciudades que en los pueblos?
6. ¿Va mucha gente?
7. ¿Se apuesta en estos partidos?
8. ¿Qué otros partidos son muy populares?
9. ¿Qué come y toma la gente durante del partido?
10. ¿Cuántos años tienen los jugadores?
11. ¿Participan chicos y chicas en estos deportes?
12. ¿Cuanto ganan los jugadores?
13. ¿Cómo se llaman los equipos bien conocidos?
14. ¿Puede decirnos algo del sistema de entrenamiento de los jugadores?

el jugador
el equipo
el estadio (el campo de deportes)
el billete
la pelota

* * *

ALM - Level I (Revised)

Chapter 9 Narrative

1 - Read throughly the narrative, answering the questions at the end of each section so that the students can understand the script on the tape.

II - Show the filmstrip that goes with the narrative.

III - Have the students imagine a trip and formulate ideas of information they would need to know.

SPANISH

MINI-DRAMAS

The scene is the home of the Hernándes, a middle-class family in Mexico City. The members of the family are Sr. and Sra. Hernández and their two daughters María, 15 years, and Lucía, 18 years. Susan Miller, an American high school girl, 17 years, is spending the summer with the family as an exchange student. Before going to Mexico, she has studied Spanish for three years in high school. It is one o'clock in the morning, and Susan has just come home from a date with a Mexican boyfriend, Eduardo.

Eduardo: ¿Nos vemos mañana, Susana?

Susan: Mañana, no. Tal vez pasado mañana.

Eduardo: Bueno, pasado mañana. Te llamo mañana. (He looks at her expentantly. She gives him a kiss and he leaves. At this moment Sra. Hennández appears. She has witnessed the farewell and is disturbed.)

Sra. Hernández: Pero, Susana, ¿desde cuándo conoces a este muchacho?

Susan: Una semana, señora. Parece un buen muchacho.

Sra. Hernández: (looking at the clock): ¿Dónde estuvieron?

Susan: Fuimos al cine v después a comer unos tacos. Y luego, de regreso acá, en el coche.

Sra. Hernandez: Estos coches que no caminan....Bueno, buenas noches. (She expects a goodnight kiss but Susan, unacquainted with the Mexican custom of children kissing their parents goodnight, does not respond. She waits for a moment and then leaves. Susan things she has offended her.)

(Not finished due to lack of time)

* * *

(Father is in living room watching soccer on TV. His daughter, Marta, enters)

Marta: ¿Qué equipo está ganando?

Papá: El equipo de..., ¡Ay! ¿A dónde vas llevando estos "hot pants"?

Marta: Voy al cine con Luis.

Papá: No, no me gustan los "hot pants" (Pantalones calientes o los cortos) para mi hija.

Marta: Pero, Papacito...

(Mother enters)

Mamá: ¿Qué pasa?

Marta: A Papá no le gustan los "hot pants." Los compró con el dinero mío. Todo el mundo los lleva.

Mamá: Me gustan, pero no le gustan a tu papá. ¿Le gustarán a Luis?

Papá: No. Por supuesto que no.

(Doorbell rings)

Marta: ¡Ay! Voy a cambiar. (To herself -) Voy a llevar una falda sobre los "hot pants."

(Father answers door. Luis is a jipi.)

Papá: ¿Quién es Ud? No tengo limosnas.

Luis: Buenas tardes, Sr. Gómez. Me llamo Luis Herrera López. Voy al cine con Marta.

Papá: ¡Ay, ay, ay!

(He walks away, claving at face)

Mamá: Buenas tardes, Luis. Pase Ud.

Luis: Muchas gracias, Sra.

Mamá: ¿Dónde trabaja Ud?

Luis: No tengo trabajo ahora, pero soy actor.

Papá: ¡Madre de Dios!

Marta: Hola, Luis. Disculpe a mi papá. Él tiene dolor de cabeza.

Luis: Bueno, pues... Ya es tarde. Vamos al cine.

* * *

Setting - a cafe in Mexico City.

Props - small table, chairs, glasses, napkins, etc. Music in background. María and Lourdes are seated at table. Lourdes holds package with dress. Waiter comes to take order.

Mozo: ¿Qué van a tomar?

Lourdes: Voy a tomar una limonada.

María: Para mí, una naranjada "crush."

Lourdes: Acabo de comprar un vestido nuevo. Me queda muy bien y es azul de dos tonos.

María: ¡Ese color te va divinamente!

Lourdes: Sí, me gusta muchísimo, pero no sé cómo le va a gustar a mi mamá. Es cortísimo.

Entra Genaro

Genaro: ¡Hola, chicas! ¿Puedo setarme con Uds?

Chicas: ¡Por supuesto!

Lourdes: María, te le presento a mi amigo, Genaro de la Torre Ramírez. Genaro, mi prima, María Martínez López.

Genaro: Encantado.

María: Tanto gusto.

Mozo: (entra con la limonada y la naranjada) ¿Para servirle, Sr?

Genaro: Chocolate, por favor.

Todos charlan un poco

María: Tenemos que salir porque ya es tarde.

Lourdes: ¿Qué hora es?

Genaro: Son las cinco y media, nada más. ¿Tienes que irte, Lourdes?

Lourdes: Sí, lo siento mucho. La madre me espera.

Genaro: Entonces, hasta luego.

Chicas: Adiós.

Las chicas salen

Street Scene: Street sign "Jesús" and Guadalupe" Sts., Kiosko with newspapers, magazines. Lottery seller, little boy selling chicles. Girls waiting at corner, arm in arm.

Lourdes: ¿Qué piensas de Genaro?

María: Es muy amable y bien parecido.

Lourdes: También as listo, Estudia para actor. Por eso, no sé si a los padres les gustará.

María: ¡Qué lástima! Pero creo que mis padres pensarían lo mismo.

Llegan a casa de Lourdes (Living room - T. V., religious pictures, etc.)

Lourdes: ¡Mamá! ¿Dónde estás?

Mamá: Estoy en la cocina. Momentito. —— ¿Qué compraste?

Lourdes: Tengo un vestido nuevo. ¿Cómo te gusta?

Mamá: ¡Ay, Lourdes! ¡Tan corto! ¡No es propria de una mujercita!

Lourdes: Pero mamá, ¡es muy de moda! A María le gusta bien -- y además, ¡son los tiempos modernos!

* * *

Staging: En el comedor de una casa moderna. La familia está comiendo.

Characters: Papá (edad 48); Mamá (edad 35); La abuela; Graciela (edad 15); Paquita (edad 6).

Abuela: Vi a la Sra. Marín esta mañana. Dice que su hija Dorotea piensa en asistir al Instituto de Negocios.

Graciela: Pues yo también pienso en asistirlo, abuelita.

Abuela: Ay, Graciela, el lugar de la mujer está en el hogar.
*1

Papá: Mira, mamá, estoy de acuerdo de Graciela. En estos días las señoritas
*2 pueden ser secretarias.

Mamá: (Gently) El mundo cambia, abuelita.

Paquita: Pues, tengo muchas ganas de ser actriz como Indian María.
*3

Abuela: (Crosses herself) ¡Válgame Dios!

*1 p. 205, No. 2; *2 p. 205, No. 3; *3 p. 173.

* * *

Setting: Sidewalk Cafe - After School

Characters: Anita
Consuelo } 15 years old
Lupe
Camarero

Anita: Tengo mucha sed.

Consuelo: ¿Qué vas a tomar?

Lupe: Yo tengo mucha hambre también. (She calls the waiter by moving her index and middle finger towards her face and saying Psst....)

Camarero: El menú, señoritas.

Chicas: Gracias.

(The girls look at the menu)

Anita: Yo quiero una Fanta de limón.

Consuelo: A mí no me gustan las gaseosas.

(She gestures while making the statement) Yo prefiero café.

Lupe: Yo quiero un helado de chocolate.

Alicia: ¡Qué vestido más bonito, Consuelo!

Anita: ¿Es nuevo?

Consuelo: Sí, yo lo escogí.[1] (Gesturing) Me costó mucho dinero pero es de última moda.[2] Pero a mamá no le gusta mucho.

Lupe: Oh, a mi mamá nunca le gusta la ropa que yo compro.

Anita: A mi mamá tampoco, pero a mi novio le encantan las minifaldas[3].

Consuelo: Mi novio es muy conservador. Cree que las minifaldas son de modo "jipi."[4]

Lupe: (Looks at watch) Es tarde. Tengo que correr.

Anita: No debes correr, Lupita. Debes ser mujercita, chica.[5]

Consuelo: Hasta Mañana.

1 - p. 240; 2 - p. 240; 3 - p. 241; 4 - p. 242; 5 - p. 249.

* * *

This mini-drama takes place in Mexico City, Mexico. The department store is London's. In the afternoon Rosita and her mother go shopping with María, a friend of Rosita's. The girls are 16 years old.

Rosita y su madre, Doña Luisa, entran esperando el camión que va al centro.

Rosita: Ya viene el camión, mamá.

Doña Luisa: Pues ya era tarde. ¿Pero dónde está tu amiguita?

Rosita: Como tú sabes, Mamá, ella siempre llega tarde. ¡Mira! Allí viene.

(María llega corriendo y apenas sube al camión)

Rosita: Hola, María.

María: Por poco me deja el camión. Buenos días Doña Luisa.

María, Rosita y Doña Luisa se bajan enfrente de "El Encanto" (tienda de ropa para damas)

Dependiente: ¿En que puedo servirle, señora?

Doña Luisa: Queremos unos pantalones para la niña.

Dependiente: Aquí tenemos unos que acaba de llegar. Son muy bonitos y a muy buen precio. Le gustan éstos.

Rosita: ¡Mamá, me encantan éstos.

Doña Luisa: ¡No! Tú sabes bien que a Papá no le gusta ese color para tí.

María: Rosita se ve divina en azul claro.

Doña Luisa: Sí,este par es mejor.

Rosita: Mamá, ése es para una niña de doce años.

(María escoge otro par)

Rosita: (Ella admira los pantalones que tiene María) ¡Éstos son muy bonitos!

Doña Luisa: Me gustan éstos también. Aquí tú tienes el dinero.

Rosita: Muchas gracias, mamá.

* * *

It is the end of the school day, 5:00, on the sidewalk outside the public school. The children are in 6th grade. They are lower middle class. (age equivalent to our 8th grade)

José	age 11	wear long pants (no jeans) and shirt (not T-shirt) shoes and socks
Luis	age 12	
Miguel	age 12	
Carmen	age 12	Classmates - Rosita is Jose's sister dress - skirt and blouse or wash dress, cheap shoes and bobby socks
Rosita	age 12	

José: Oye, que quería Carmen al mediodía. (slaps Miguel on the shoulder)

Miguel: (reject with a hand) ¡Ah! Ésa quería saber la tarea.

Luis: La tarea (said very slowly and mockingly). Lo que quería era hablar contigo (teasingly).

José: Mírala, ¡allí viene! (and in panic) y viene con Rosa, mi hermana (begin to walk away fast).

Rosita: José, José, espérame.

Carmen: (Tells Rosita on the side, and speeds up)

No quieren esperarnos (sad, disgusted and angry)

Miguel: Córranle, no les hagan caso.

* * *

Subject Area(s) Spanish I

Unit(s) Mi casa (My house)

Objective(s):
To acquaint the student with Spanish names relating to rooms in houses and furnishings.

Procedure:	Resources and Materials:
Each student will draw the floor plan of his house using all Spanish labels. Also each student will be assigned a specific room to draw and then to place in detail the furnishings of that room.	Primera Vista Spanish dictionary

Evaluation:
The student will be given a floor plan of a house and will have to identify the Spanish names of rooms and furnishings.

Comments on use:
Excellent method to cover this new vocabulary area.

Larry Huffman

Subject Area(s) Spanish I

Unit(s) Vocabulary

Objective(s):

To aid the student in the development of a broader Spanish vocabulary.

Procedure:

The student will be assigned the job of creating 30 flash cards depicting vocabulary words that have been covered in class.

On the back of each card, the Spanish and English word for the picture will be given.

The cards can then be used in class for vocabulary reviews and can also be filed and used at later dates.

Resources and Materials:

Primera Vista

3 X 5 cards will be needed for the project.

Evaluation:

The evaluation process will take place when the student takes a vocabulary test after his experience with this project.

Comments on use:

The students seem to enjoy this project and score higher on their vocabulary tests.

Larry Huffman

Subject Area(s) Spanish

Unit(s) Spanish Culture (Christmas
Activities)

Objective(s):

The student will become more aware of Spanish customs. The student will have to coopera
and work together to finish the project. The student will be exposed to and hopefully learn a few new songs in Spanish. The local public will be exposed to the Spanish versi
of Christmas songs.

Procedure:

Students will develop in the classroom a Spanish version of the Nativity scene. This will be done by studying the customs and methods used by the Spanish to celebrate Christmas.

Also the class can learn to sing Christmas songs in Spanish. These can be used in class and during the week before Christmas for Christmas caroling.

Resources and Materials:

The material for the scene can b
provided by the teacher and the
students.

The Spanish customs and songs c
be found in Spanish textbooks su
as Primera Vista.

Transportation for the caroling
may be necessary according to th
location of the school.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Spanish

Unit(s) Spanish Culture

Objective(s):

The student will be able to express his creative talents. The students will be exposed to the customs of the people whose language they are studying.

Procedure:

Students will be assigned over a period of two weeks to make a pinata to bring to class.

In class, after all the pinatas have been viewed, explanations of the use of the pinata can be given and one can be broken in class as the Spanish do in their festivals.

Resources and Materials:

The teacher can give the student an idea of how to make a pinata and some inexpensive materials to use.

The Spanish textbook can be used to get examples of pinatas.

The teacher can provide the pinata and the candy for the demonstration.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Spanish

Unit(s) Oral-Vocabulary Work

Objective(s):

The student will gain more practice with oral Spanish. The class will be exposed to a situation in which they will have to listen to an oral presentation in order to give a correct answer. The student will have to use the vocabulary and grammar that has been used in class and he may also be exposed to new vocabulary.

Procedure:

Each student will be required to write in Spanish 15 descriptions of famous people, places, or things. These will then be read to the class to see if they can guess who or what is being described.

Resources and Materials:

The teacher will set the ground rules on whether the items being described are to be contemporary or historical.

The textbook Primera Vista or Segunda Vista and a Spanish dictionary may be used.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Spanish

Unit(s) Oral-Vocabulary

Objective(s):
The student will be able to practice and improve his oral Spanish. The student will be exposed to new vocabulary. The student will be able to use his creative ability to advertise for a certain product.

Procedure:

The student will be given a product for which to develop a three-minute commercial in Spanish.

The commercials will be given orally, and then be posted on the bulletin board for class reference.

Resources and Materials:

Textbooks Primera Vista and Segunda Vista

Spanish dictionary

Examples taken from publications like the Spanish Reader's Digest

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Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Spanish

Unit(s) Vocabulary Building

Objective(s):

The student will be given a more challenging and interesting way to review importan vocabulary.

Procedure:

In small Spanish classes Spanish scrabble can be played to review vocabulary without relying on the old written or oral test.

Students can play partners with four groups playing at the same board.

The normal rules of scrabble may be followed except that it may be necessary for students with a limited vocabulary background to take as many as 8-9 letter tiles.

Scores will be kept and at the end of the hour the person with the highest score wins.

Resources and Materials:

The teacher must provide the scrabble board. If an English game is used certain letters must be added such as extra vowels, and letters like the "rr" "ch," etc.

The teacher may create his own scrabble game from cardboard and paper.

A Spanish dictionary will be needed for challanges and the teacher should move from group to group commenting on the plays.

Evaluation:

Comments on use:

Larry Huffman

Subject Area(s) Spanish

Unit(s) Vocabulary-Food Items and Prices

Objective(s):

The student will be exposed to various food items to enrich their vocabulary. The student will be exposed to a situation that he will face if he travels in a Spanish speaking country. The student will get practice in writing new words and figuring prices.

Procedure:	Resources and Materials:
Students using sample English menus and examples in their Spanish book will develop their own menus, giving the prices along with each item.	Sample menus
These will be turned in by each student and checked by the teacher.	Spanish textbook Primera Vista
After checking the students will be given the opportunity to order a meal from a menu that another student has designed.	Spanish dictionary
Some students can act as waiters and take written orders from others and figure the bill for the order.	

Evaluation:

Comments on use:

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Larry Huffman

Kinesics And Paralinguistics
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Service Bureau for Modern Language Teachers
BIBLIOGRAPHY OF MATERIAL FOR USE IN FRENCH CLASSES
(Revised edition, 1969, by Dr. Minnie M. Miller)

Dictionaries

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Nouveau petit Larousse illustré. Latest edition, Paris Book Center.

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Modern Language Journal. Published eight times a year by the National Federation of Modern Language Teachers. $4 a year. Business Manager, 13149 Cannes Drive, St. Louis, Missouri 63141.

The French Review. Published seven times a year by the American Association of Teachers of French. $6 a year.

The Modern Language Association of America, 62 Fifth Avenue, New York, 10011 sells at minimal cost many pamphlets of interest to language teachers. Affiliated with the Modern Language Association is the American Council on the Teachings of Foreign Languages (ACTFL) which published the quarterly *Annals* for foreign language teachers. $4 a year.

Publishers of Texts for French Classes

Publishing houses send catalogues to teachers requesting them. Most firms will send books for examination with a definite view to class use. Many large firms maintain several offices, but the central office is given preference in the list below.

Allyn and Bacon, 150 Tremont St., Boston, 92111.
American Book Company, 55 Fifth Avenue, New York, 10003.
Appleton-Century-Crofts, 440 Park Avenue South, New York, 10016.
Blaisdell Publishing Company, 275 Wyman St., Waltham, Mass., 02154.
Bruce Publishing Company, 5809 Bruce Bldg., Milwaukee, 53201.
Chilton Books, 401 Walnut St., Philadelphia, 19106.
Doubleday and Company, 501 Franklin Avenue, Garden City, New York, 11530.
Ginn and Company is now connected with Blaisdell Publishing Company.
Harcourt, Brace and World, 757 Third Avenue, New York, 10017.
Harper and Row, 49 East 33rd St., New York, 10016.
Holt, Rinehart, and Winston, 383 Madison Avenue, New York 10017.
Houghton Mifflin, 110 Tremont St., Boston, 02107.
McGraw-Hill, 330 West 42nd St., New York, 10036.
MacMillan Company, 866 Third Avenue, New York, 10022.
Thomas Nelson and Sons, Copewood and Davis Streets, Camden, New Jersey, 08103.
Odyssey Press, 55 Fifth Avenue, New York, 10003.
Prentice-Hall, Englewood Cliffs, New Jersey, 07632.
Raytheon Education Company (includes D.C. Health), 285 Columbus Ave., Boston, 02116.
Ronald Press, 79 Madison Ave., New York, 10016.
Saint-Martin's Press, 175 Fifth Ave., New York, 10010.
Charles Scribner's Sons, 597 Fifth Ave., New York, 10017.
Simon and Schuster, Washington Square Press, 630 Fifth Ave., New York, 10018.
World Book Company, 2231 West 110th St., Cleveland, Ohio, 44102.

Follett College Book Company, 1000 West Washington Blvd., Chicago, 60607, sells new and used books of all publishers and will purchase used books. Books published in France may be ordered through Stechert-Hafner, 31 East 10th St., New York, 10003; French Book Guild, 36 East 61st St., New York, 10023; French and European Publishers, 610 Fifth Ave., New York, 10020; Paris Book Center, 31 West 46th St., New York, 10036; Hachette, 301 Madison Ave., New York, 10017. The MacMillan Company has inexpensive, unedited forms of many well-known contemporary novels and plays.

Books for Class, Library, and Home

The following list is suggestive, but not exhaustive, and represents the compiler's personal opinion after a careful reading of the texts selected and of many here omitted. The books selected are deemed suitable for reading in the several years of high school or in the first two years of college work. Special care is taken to indicate books for reading outside class, which will develop ability to read for pleasure without recourse to translation. A selection of French books and magazines, some of which come directly from France, should be a part of the library in every school offering French. The indication of the difficulty of each book named below is approximate only and refers to high school classes. All texts listed have vocabularies.

Bagley and Diller. La France d'aujourd'hui et d'autrefois. Appleton-Century-Crofts, 2nd edition, 1961. 179 pp., including questionnaire. Photographs. Over half of the book is historical; the rest has chapters on the economic, social, political, and intellectual life of France. 3rd or 4th year.

Bauer. La France actuelle. Houghton Mifflin, 1963. 249 pp. with exercises and illustrations. 30 chapters, each containing an essay on contemporary civilization (social classes, sports, family life, education, politics, etc.); a newspaper or magazine article on the same subject; a dialogue to illustrate the topic treated; exercises using pattern drills; and questions and answers. 3rd or 4th year.

Bazin. Stéphanette. Edited by Florentine B. Jassogne and Mildred Severance. Holt, Rinehart, and Winston, 1936. 141 pp. of text, historical notes, questions, exercises, illustrations. A young noble in the days of Louis XVIII falls in love with an antique dealer's daughter. But the dealer in antiques is really an executioner of Revolutionary days, and Stéphanette is not his daughter but the daughter of a noble lady whom he had guillotined. End of 2nd year.

Bégué. Au Pays du soleil. Holt, Rinehart, and Winston, 1958. 108 pp. of text with questionnaire. Beautifully illustrated with sketches. Trip of brother and sister by car from Paris to the Italian border, then west through southern France. Emphasis on life of people. Both large and small towns are described. 2nd year. Bégué and Franck have done for the same publisher AU Fil de l'eau, which describes a trip by boat in France.

Bégué and Bégué. La France moderne. Raytheon-Heath, 1964. 261 pp., including notes and questions, illustrations. Paris and the various French regions, with modern industry and historical background. 3rd or 4th year.

Bellé. Promenades en France. Holt, Rinehart, and Winston, 1957. 148 pp. of text plus exercises, illustrations. This beautiful book has stories of the great of France (St. Louis, Molière, Voltaire, Napoléon, Pasteur, etc.); descriptions of cities and provinces; and simplified versions of some literary monuments from La Farce de Maître Pathelin to Daudet's La Mule du Pape. End of 2nd year.

Bellé and Haas. Vingt Contes du vingtième siècle. Holt, Rinehart, and Winston, 1955. 141 pp. of text, biographical sketches and exercises, illustrations. These stories have visible vocabulary on the same page for all words, except cognates, beyond the first 800 in the Vander Beke French Word Book. The stories often are humorous. Some well-known authors (André Maurois, Miguel Zamacoïs, Marcel Aymé) and othere less important are represented. 2nd year.

Bernard. Nationale 6. Edited by Alexander Y. Kroff and Karl G. Bottke. Appleton-Century-Crofts, 1950. Biographical introduction, 132 pp. of text, questionnaire, illustrations. A sentimental girl and her father, who live on a national highway, construct a romance of their dreams from the visit to their home of a famous novelist and his painter son, detained by a car accident. In the end, the father and daughter find happiness, not in romantic love, but in cultivating their own garden, away from the highway of illusion and regret. End of 2nd year.

Bond. Graded French Readers. Raytheon-Heath, various dates. Paperback. These easy graded readers, arranged progressively as to vocabulary include: (1) Sept d'un coup, (2) Aucassin et Nicolette, (3) Les Chandeliers de l'éveque, (4) Les Pauvres Gens, (5) L'Attaque du moulin, (6) L'Evasion du Duc de Beaufort, (7) L'anglais tel qu'on le parle, (8) Contes, (9) La Grammaire, (10) La Ronde de la vie. May be purchased separately or in one volume, hardback. An alternate set is also available. Can be started at the end of 1st year.

Bottke and Joyeaux. Aspects de la France, Aperçu de la civilisation contemporaine. Scribner's, 1968. 2nd edition. 196 pp., including questionnaires. Beautifully illustrated book describing France in various ways: Paris, the theater, art, music, education, sports, cooking, and dressmaking. Normandy, Brittany, and Touraine are included. 2nd year.

Brée and Jones. Hier et aujourd'hui. Ronald Press, 1958. 129 pp., including exercises. A refreshing collection of good French selections, both poetry and prose, chosen especially for their variety of styles, moods, and points of view and ranging from Marie de France to modern times. It has the added advantage of being neither simplified nor expurgated. End of 2nd year.

Brée and Markow-Totevy. Contes et Nouvelles. Holt, Rinehart, and Winston, 1961. 177 pp., including notes and questions. Introduction on contemporary short story. 10 of the best French contes written from 1950 to 1960 by Camus, Hervé Bazin, Marguerite Duras, and lesser known authors. 4th year.

Brichant, Colette D. Perspectives de la civilisation française. American Book Company, 1965. Paperback. 4 volumes: (1) Tableaux d'histoire, (2) L'Héritage culturel, (3) La France au travail, (4) Arts de France. Each volume has approximately 150 to 200 pages. All selections are from writers of the period with the old French modernized. Joinville writes on Saint Louis, Colbert discusses commerce, Eve Curie describes the discovery of radium, and Le Corbusier explains urban architecture. 4th year.

Brodin and Ernst. La France et les Francais. Holt, Rinehart, and Winston, second edition, 1966. 234 pp., including questions. Beautiful illustrations with explanations. Descriptions and anecdotes of the major phases of French history. Short selections on modern France: agriculture, industry, religion, education, sports, etc. Early in 3rd year. The same authors have done for the same company Gens de France, 1968, which has selections showing civilization reflected in literature. 3rd or 4th year.

Campbell and Bauer. Contes pour débutants. Houghton Mifflin, 1965. 101 pp. plus exercises. All vocabulary in French. Book I is a series of programmed readings using 1,000 words. Retelling of fables, Le Medécin malgré lui, Treize à table, etc. End of 1st year. Book II is from Arsène Lupin, a retelling of stories about this clever thief, written by Maurice Leblanc. 2nd year.

Croteau and Selvi. Belles Lectures françaises. American Book Company, 1949. 201 pp. of text and exercises, illustrations. About 20 short stories including La Ficelle, Le Jongleur de Notre Dame, and La Chèvre de M. Seguin, and less well-known stories by Duhamel, Morand, Tharaud, Sacha Guitry, and others. Visible vocabulary is used in part. Early 2nd year. The same authors did Premières Lectures culturelles, Lectures littéraires graduées, and Scènes de la vie française, all published by the American Book Company Early in 2nd year.

Curie, Eve, Madame Curie. Edited by Frédéric Ernst and H. Stanley Schwarz. Doubleday, 1949. Portrait. This abridged edition in 265 pp. of Marie Curie's biography tells of her childhood in Poland, her hardships as a student in Paris, her marriage, the discovery of radium, and the death of Pierre Curie. End of 2nd year.

Daninos. Les Carnets du Major Thompson. Edited by Andrée M. L. Barnett and Robert E. Helbling. Holt, Rinehart, and Winston, 1959. 270 pp., including notes and questions. Illustrated. Although written by a Frenchman, the book purports to be the observations of a British major, who married a Frenchwoman. Witty satire of French customs such as hand-shaking, of food, sports, automobile driving in France, etc. Best appreciated by those who already know well both the French and the English. 4th year.

Daudet. Le Petit Chose. Edited by H. Mitchell. Raytheon-Heath, 1933. 248 pp. of text (includes exercises). Simplified. Illustrated. Also editions by other publishers. This is Daudet's best child story and, in many ways, an autobiography. It tells of le Petit Chose at home, at school, and later in Paris, where he is aided by his brother. End of 1st year.

Daudet. Tartarin de Tarascon. Edited by Amateau, D'Arlong, and Humbert. Odyssey Press. 1941. Also editions by other publishers. Short biography; English introduction to each chapter; 126 pp. of text including questions, exercises, and illustrations. Simplified version which retains the flavor of the original. This is the merry tale of the meridional Tartarin, who can not tell the prosaic truth because lies are more picturesque. Tartarin combines a Don Quixote love of adventure and chivalry with a Sancho Panza desire for ease and good cheer. This volume describes Tartarin's lion hunt in Algeria. Early in 2nd year.

Davison and Arthur. Invitation au voyage. Charles Sribner's Sons, 1961. 307 pp., including exercises. Illustrations: Anthology of literary selections dealing with Paris and the major French provinces. Stories, poetry, description of places, extracts from plays furnish varied material from well-known authors, lesser authors, and magazine articles. 3rd year.

Denoeu. L'Héritage francais. Holt, Rinehart, and Winston, 1966 (new edition). 203 pp. of text, questionnaires, illustrations. This attractive book illustrates landmarks in French civilization. 20 figures are presented by documents such as Julius Caesar on Vercingetorix, Voltaire on Louis XIV, Marie Antoinette by her last will and testament, Cézanne and Rodin by their letters. Illustrations are well chosen, and difficult words are given in the margin. 2nd year.

Denoeu. Image de la France. Raytheon-Heath, 1963. 304 pp. plus questions on each chapter. Illustrations. Chapter on geography; on each of the major periods of French literature; and on government, education, and the French way of life. 3rd year.

Denoeu. Parmi les meilleurs contes. Holt, Rinehart, and Winston, 1958. 298. pp., including biographies, questions, and exercises. 17 stories from the best nineteenth and twentieth-century authors: Maupassant (5), Mérimée (2), Balzac (2), Daudet (5), Villiers de L'Isle-Adam (1), Duhamel (1), and Sartre (1). Some are old favorites; others are less well known. All are of literary value. 3rd or 4th year.

De Sauzé. Lisons donc. Holt, Rinehart, and Winston, 1932. 143. pp., including exercises. Illustrations. A few simple anecdotes and short stories plus the story of Le Comte de Monte Cristo up to the finding of the treasure. Written in simplified form. Early 2nd year.

Dondo. Pathelin et Autres Pièces. Raytheon-Heath, 1924. 137 pp. of text, exercises, notes, illustrations. These medieval farces are adapted for school use: Pathelin (the shepherd says "baa" to the judge who wishes to be paid; Le Cuvier (a henpecked husband gains contral when his wife falls into a tub); Le Pâté et la Tarte (two beggars by craftiness gain a fine dinner); L'Homme qui épousa une femme muette (when the wife regains her speech, the husband asks to be made deaf); Les Deux Aveugles (two blind men dine on the proceeds of an imaginary gift). End of 2nd year.

Duhamel. *Les Jumeaux de Vallangoujard*. Edited by Mary E. Storer. Illustrations by Berthold Mahn. Raytheon-Heath, 1940. IVII and 183 pp. with exercises. A wealthy old bachelor adopts twin boys to escape boredom. He is aided by his negro valet, two doctor friends, and a professor who is working on an experiment to make all people as alike as possible. Various mechanical devices are used to train the boys, who complete their education by a trip to America. Satirizes excessive standarization. End of 2nd year.

Dumas. *D'Artagnan*. Edited by A.G. Bovée and E. R. Goddard. Raytheon-Heath, 1933. 170 pp. of text, biography, exercises, illustrations. Special vocabulary for each unit. The episode of the queen's necklace from *Les Trois Mousquetaires* is written in a vocabulary of 1670 words. End of 1st year.

Dumont and Pomerantz. *Paroles du terroir*. American Book Company, 1967. Paperback. 211 pp. with biographies, notes, questions, and structural drills--all in French. Well-chosen examples of the French short story usually about farm or village life. Authors are Maupassant, Daudet, Colette, Aymé, Giono, Pagnol, Loti, and Mauriac. 3rd or 4th year.

Ellison and Raffanel. *Profil de la France nouvelle*. American Book Company, 1965. Paperback. 131 pp., including notes and exercises in French. Part I, in the present tense only, describes the geography of France and her former colonies; Part II, which introduces the *passé composé* and the future, describes especially the interests of French youth; Part III contains poems by Prévert, Marc Alyn, André Verdet, and Claude Sernet plus a short story by Robbe-Grillet. 2nd year.

Ernst. *Nouvelles Lectures françaises*. Holt, Rinehart, and Winston, 1954. 225 pp. of text, questions, and notes. This book provides a conversational approach to reading by abundant questions filling left-hand side of page. Works used are *L'Artiste* and *L'Ecole* by Anatole France, *Le Pouce de Mrs. Hobson* by Pierre Mille, *Les Jours heureux* by Claude André Puget, *Le Curé de Cucugnan* by Daudet, and *Le Requiem du corbeau* by Erckmann and Chatrian. 2nd year.

France. *Le Crime de Sylvestre Bonnard*. Edited by Brown and Brée. Holt, Rinehart, and Winston, 1958. 10 pp. of biography, 159 pp. of text, questionnaire. This tale of an elderly scholar and his idealistic love for the granddaughter of his former sweetheart offers a pleasant mingling of old books, cats, fairy tales, schooldays, and reminiscences. 3rd or 4th year.

Gauthier. *Variété*. Holt, Rinehart, and Winston, 1960. 308 pp., including questionnaire. Selections, usually complete, from famous authors from the fifteenth to the twentieth century. Introduction contains opinions in English on the authors of the text. Part I includes a medieval farce, selections from *Gil Blas* and Rousseau's *Confessions*; Fantasio of Musset, abridged form of *Carmen* and of a Balzac novel; short stories from A. France, Jules Romains, and Georges Duhamel. Part II has poetry. Part III is on philosophy from Pascal to St.-Exupéry. 4th year.

Gourévitch and Stadler. *Premiers Textes littéraires*. Blaisdell - Ginn, 1966. Paperback 244 pp. with questions, exercises, notes, and biographies in French. Arrangement in order of difficulty. Some works as *Le Bourgeois gentilhomme* of Molière, *Les Lettres persanes* of Montesquieu, *Zadig* of Voltaire, *Le Petit Prince* of St.-Exupéry, and *L'Etranger* of Camus are selections only but not simplified. Others are complete as the poems selected from La Fontaine, Lamartine, Baudelaire, Prévert, Apollinaire, and others. 3rd year.

Guinnard. *Bonjour, Paris*. Odyssey Press, 1960. 149 pp. with exercises. The usual story of two young Americans and thier French friends. Usual places visited, but the account is well written. End of 2nd year.

Haac, Strozier, and Willis. Points de vue. Appleton-Century-Crofts, 1959. 240 pp. of text, including exercises. 6 sections and a conclusion. Titles are Imagination, Interprétation, Amour, Mythes politiques, Intelligences, Réalités et Idéal. Selections are from well-known writers from the seventeenth through the twentieth century: La Fontaine, Voltaire, Rousseau, Hugo, Zola, Baudelaire, Gide, Claudel, St.—Exupéry, Camus, etc. Each selection is followed by a conversation and exercises to stimulate disscussion. 3rd or 4th year.

Harris and Lévêque. Basic French Reader. Holt, Rinehart, and Winston, 1964 (get latest edition). 161 pp. of text plus 6 fables of La Fontaine plus questionnaire. Young American students relate, largely in dialogue form, their reactions to life in France today. End of 1st year.

Hills and Dondo. Contes dramatiques. Raytheon-Heath, 1960. 139 pp. of text, illustrations, exercises, songs. The 27 easy stories, humorous and interesting, are well adapted for dramatization, and suggestions for staging are given. End of 1st year.

Ionesco. Rhinocéros. Edited by Reuben Y. Ellison and Stowell C. Goding. Holt, Rinehart and Winston, 1961. Photographs from play. 29 pp. of introduction, 162 pp. of text. A modern satire in which people turn into rhinoceroses, representing their conformity and refusal to individuals. 3rd or 4th year.

Irving and King. Vingt et un Contes. Harper and Row, 1965. Portraits and biographies. 315 pp. plus exercises. The best stories of the nineteenth century. Includes La Parure and 6 others of Maupassant, Le Curé de Cucugnan and 4 more by Daudet, L'Attaque du moulin of Zola, Tamango of Mérimée, and La Montre du doyen by Erckmann and Chatrian. 3rd or 4th year.

Keating. Carnet de voyage. Appleton-Century-Crofts, 1959. Illustrated. 129 pp., including exercises and word study. 21 lively chapters on an American youth with a car and his French friend, who visit Paris, northern France, Luxembourg, and Savoy. Keating and Clubb have an alternate volume, Journal parisien (1955) by the same publishers. End of 1st year.

Keating and Moraud. Cultural Graded Readers. American Book Company, 1958. Pen sketches Nine graded readers on Frenchmen in America: I. Audubon, II. La Fayette, III. Lafitte, IV. Les du Pont, etc. Each volume contains 30 to 40 pp. with difficult words at the bottom of the page and exercises after the text. The first volume is in the present tense only. May be begun late in 1st year.

Kenan. Chez les Francais. Harcourt, Brace, and World, 1967. 240 pp. with exercises. Illustrations. Paperback. Six sections treating the provinces and Paris, French character, daily life and customs, history of France with cultural heritage, and contemporary France with emphasis on changes since 1944. 3rd year.

Ketcham. Pot-pourri de lectures. Drawings by Lois Ehlert. Raytheon-Heath, 1968. Paperback. 287 pp. of text. Four units of about 50 pp. each on various topics and by authors of various centuries. Topics include short stories, recipes, poems, science fiction, a play, famous letters, early impressions of America, etc. Among authors represented are Rabelais, Madame de Sévigné, Fontenelle, Montesquieu, Diderot, Lavoisier, Michelet, Hugo, Baudelaire, and Tristan Bernard. 3rd or 4th year.

Langellier, Alice and Paul. Billet circulaire. Appleton-Century-Crofts, 1966. Paperback 150 pp., including exercises. Travel by tourist rail ticket in France: Belfort in the north: Besancon, birthplace of Hugo, Lyon, city of industry; Marseille, built on 7 hills; Perpignan in the south; and Cahors, which has a historic bridge. End of 2nd year.

Langellier, Alice and Paul. *En passant*. Holt, Rinehart, and Winston, 1957. 101 pp. of text; illustrations. Nineteen stories tell of modern life in French town and country. Concluding tale emphasizes contrasts found there. The book is written with great understanding of France and is charmingly illustrated. The few poems have the translation in English. 2nd year. The same authors have done for the same company *En France*, an easy reader with tape recordings.

Lebert. *Pasteur*. *Sa Vie*, *son Oeuvre*, *son Influence*. Holt, Rinehart, Winston, 1947. Portrait. 138 pp. of text; questionnaire; glossary. This life of Pasteur is based chiefly on the biography by his son-in-law, Valléry-Radot. Quotations from Pasteur's work. 3rd year.

Le Coq. *Vignettes littéraires*. Raytheon-Heath, 1957. 182 pp. of text; questions and exercises. The 16 short stories of various centuries were selected with a view of presenting characteristic French traits such as individualism and sociability, gaiety and irony, generosity and thrift, realism mingled with idealism. Some of the authors used are Rousseau, Voltaire, Dumas fils, Maupassant, Daudet, Zamacoïs, and St.—Exupéry. 3rd or 4th year.

Lovy. *Silhouette de la France*. Blaisdell-Ginn, 1967. Paperback. 211 pp. with questionnaires. Photographs. The first part treats various French provinces and Paris. Part II discusses French traits under the heading of the peasant, industry, politics, language, and education. 2nd year.

Lowe. *Visages de France.* The Odyssey Press, 1964. 209 pp. of text. Illustrations. 32 chapters followed by anecdotes, proverbs, questions, riddles, and ideas for themes. Various topics: art, architecture, music, wines and cheeses, Jeanne d'Arc, Pasteur, Napoléon, Paris, the provinces, etc. 3rd year.

Maupassant. *Six Contes choisis*. Edited by F.B. Barton. Raytheon-Heath, 1936. 72 pp. of text, exercises. Visible vocabulary opposite each page. Nucleus vocabulary in front of book. Includes *La Parure*, *Mon Oncle Jules*, *La Ficelle*, *Deux Amis*, *Mademoiselle Perle*, and *En Voyage*. 2nd year. Another edition of Maupassant's short stories is published by Macmillan.

Mauriac. *Le Drôle*. Raytheon-Heath, 1957. 86 pp. of text with questions and notes; illustrations. A famous author tells the story of a spoiled boy whom his doting grandmother and father could not control. He is won by an intelligent governess, aided by his dog and a love for music. 2nd year.

Maurois. *Patapoufs et Filifers*. Raytheon-Heath, 1948. Edited by Mary Storer. Biography, 107 pp. of text, questions, exercises, illustrations. Two boys fall into a cave and descend to the realm of the fat Patapoufs and the thin Filifers. Satirizes earthly desires, wars, government, and customs. 2nd year.

Miller. *First Readings in French Literature*. Appleton-Century-Crofts, 1940. Introduction on French literature, 136 pp. of text, footnotes, biographical sketches before each selection. Presents in chronological order selections from the best of French writers from Marie de France to Anatole France and Francis Jammes. Text is not simplified, but selections are simple 3rd year.

Milligan. *Beginning Readings in French.* Macmillan, 1963. 289 pp. of text with exercises. 20 selections, most of which have been abridged and somewhat simplified, give a good idea of French literature and civilization. Among the authors represented are: La Fontaine, Molière, Voltaire, Balzac, Maupassant, Maurois, Madame Curie, St.-Exupéry, Colette, Duhamel, Ayme. 3rd year. Milligan also published *Intermediate Readings in French Prose* (1957) by Galpin and Milligan 4th year.

Moore and Meiden. *Onze Contes*. Houghton Mifflin, 1957. 135 pp. of text with questions and exercises, reading helps. Stories by modern authors designed to facilitate early reading by suggestions on idioms, false and true cognates, and verb study. 2nd year.

Muller and Raffanel. *Si un jour....* Raytheon-Heath, 1963. 120 pp. with illustrations and maps. Exercises. Vivid accounts to aid the traveler during his first visit to Paris. Also brief description of Normandy, Brittany, Burgundy, the Côte d'Azur, and the Lascaux Caves. 2nd year.

Otten. *Voix et Silences. Les Meilleures Pièces radiophoniques françaises.* Appleton-Century-Crofts, 1968. Paperback. 216 pp. of text with questions, Photographs of authors. Introduction on the French radio plays, biographies of authors. Plays by Jacques Constant, Jean Forest and René Clair, Claude Aveline, and Robert Pinget. Camus' *Les Silences de Paris*, on Paris during the German occupation, is the masterpiece of the text. 3rd year.

Parker and Grigaut. *Initiation à la culture française*. Third edition. Harper and Row, 1969. Illustrations, 260 pp. plus questionnaire. Includes Part I, France during the Middle Ages; II, France in the sixteenth, seventeenth, and eighteenth century; III, modern France. End of 2nd year.

Peyrazat. Regents Publishing Company Division of Simon and Schuster. Paperback. Professor Peyrazat has simplified and reduced in length 5 of the great French classics. The second is *Eugénie Grandet* of Balzac and the third is *Les Miserables* of Hugo. Volumes are listed in order of difficulty. Each text contains a brief biography of the author, a brief summary of the plot and parts omitted, and exercises on the content and the structure. All is in French. Illustrated. End of 2nd year.

Politzer and Martinet. *Retour en France*. American Book Company, 1964. Paperback. A structural reader. 269 pp. with exercises. Illustrations. A French family returns home after several years in United States. They revisit Paris to comment on recent changes, then tour parts of little known France by car (Royan, Hendaye, Lescaux, Bellevue). Chapters describe a student strike, elections, and a marriage. Words in *Le français fondamental* are marked in the vocabulary. Tapes may be reproduced for schools as cost charge. End of 2nd year.

Politzer and others. *La France. Une Tapisserie*. McGraw-Hill, 1965. 406 pp. of text with black and white drawings and 16 full-page reproductions of art masterpieces in color. 16 *tableaux*, each containing three selections from a play, novel, newspaper or magazine article, or from a poem from modern writers. Each selection contains background material on this special phase of French life. Explanation of vocabulary, mostly in French, questions, and exercises. Some of the authors used are Pierre Loti, Romain Rolland, St.-Exupéry, André Gide, Sartre, Aragon, Colette, and Camus. 3rd year.

Popper. *Les Images et les Mots*. Bruce Publishing Company, 1968. 96 pp. 12 illustrations in color: a street, a store, a library, a farm, a house, etc. Brief story based on pictures with numerous questions and structural drills. Overall vocabulary of 600 to 700 words. Middle of 1st year.

Puget. *Les Jours heureux*. Edited by Frédéric Ernst. Holt, Rinehart, and Winston, 1939. 154 pp., including biographical sketch and exercises. Modern play of adolescent cousins, two boys and three girls, left by parents who go to a funeral. The girls invent a love story with an aviator, but a real aviator appears from a plane needing repair and many complications result.

Rolland. L'Aube. Edited by H.W. Church. Holt, Rinehart, and Winston, 1928. Biography, portrait, 152 pp. of text, notes. Contains the first part of Rolland's international novel, Jean-Christophe, telling of the childhood of a boy musical prodigy resembling Beethoven. 4th year.

Romains. Knock, ou le Triomphe de la Médecine. Edited by A.G. Menut and D.I. Chapman. Appleton-Century-Crofts, 1927. Biography, 68 pp. of text, notes. An enterprising young doctor takes a rundown practice in a moutain village, using as his motto that all people are ill if they only know it. By free consultations and clever propaganda he interests most of the community in enjoying being sick. Good comedy in the Molière manner develops the Unanimist idea. 3rd year. The same author's Donogoo was published by Appleton-Century-Crofts in 1962.

Saint-Exupéry. Le Petit Prince. Edited by John Miller. Houghton Mifflin, 1946. Biography, 108 pp. of text, notes, illustrations. The aviator finds his little prince fallen from an asteroid into the desert. The naive child's observations on life allow discussion of friendship, love, money matters, personality, etc. The book is enjoyed by young and old alike. End of 2nd year.

Saint-Exupéry. Vol de nuit. Preface by André Gide. Edited by E.M. Bowman. Harper and Row, 1939. 137 pp. with questionnaire. Biographical introduction. The story, in poetic prose, covers one night in the extablishment of air mail routes in South America. It is told from the standpoint of the director of a network of planes, who sends his men on in spite of the loss of the pilot, Fabien. 3rd or 4th year.

Sartre. Huis clos. Edited by Jacques Hardré and George Daniel. Appleton-Century-Crofts, 1962. Introduction on Sartre and Existentialism. 9 pp. with notes on facing page. Satre's play of three people who have created their own hell by their acts on earth. 4th year.

Simenon. Le Chien jaune. Edited by Eve Katz and Donald R. Hall, Harper and Row, 1967. 204 pp. with exercises. Paperback. One of the books on the detective Maigret. It has one murder and three apparent murder attempts. The murderer is a sickly cowardly doctor whom the suspect, a giant Breton fisherman, has terrified in revenge for earlier mistreatment. The yellow dog figures only as an accessory while the plot revolves about the barmaid. 3rd or 4th year. Other Simenon books are Maigret et le Pendu de Saint-Pholien and On ne tue pas les pauvres types, both edited by Geoffrey Goodall and published by St. Martin's Press (or Macmillan of London).

Smith and Savacool. Voix du siècle. Harcourt, Brace, 1960. 211 pp., including questionnaire, biography of each author. Selections from modern authors: Apollinaîre, Baudelaire, Cocteau, Giraudoux (L'Apollon de Bellac), St.—Exupéry, Camus, Sartre (Huis clos), Rimbaud, Claudel, Gide (Le Retour de l'enfant prodigue) and Simone Weil. 4th year.

Turgeon. Quatre Pièces modernes en un acte. Holt, Rinehart, and Winston, 1951. 183 pp. of text, exercises, biographies. Plays are : (1) Réussite by Roger-Marx in which a professor is awaiting a much desired appointment but thinks only of the disadvantages once he is chosen; (2) Fausse Mornaie by D'Hervilliez and Cléray where police try in vain to locate counterfeiters; (3) L'Ecole des veuves by Cocteau, a modern version of the Greek widow who tries, then refuses, to die on her husband's tomb; (4) L'Apollon de Bellac by Giraudoux, depicting the amazing effects of telling men that they are handsome. 3rd or 4th year.

Vercors. *Le Silence de la mer*. Edited by Henri Peyre. Pantheon Books, 1951. 71 pp., including critical introduction. One of the most famous stories of the French Resistance movement during the Second World War. A family maintains silence before a cultured German officer billeted in their home. 3rd year.

Wylie and Bégué. *Village en Vaucluse*. Houghton Mifflin, 1961. 202 pp. of text, including questions. Illustrated. Story of a French village in 1951 with indication of changes by 1959. 2nd or 3rd year.

A LIST OF RESOURCES FOR THE TEACHING OF SPANISH

This list is intended to give the teacher of Spanish an idea of the type of materials available and sources of these materials to assist him in his teaching. While it is not a complete list, it provides the ever-important starting-point for gathering materials essential to effective teaching. The Spanish teacher will also want to consult the Bibliography of Material for use in Spanish Classes prepared by the Service Bureau for Modern Language Teachers at Kansas State Teachers College, Emporia, Kansas. Items in this list that also appear on their bibliography are starred: there are many additional items on their list that are not duplicated here. Items from KSTC's bulletin, American Sources of Spanish Realia (1972) are also starred.

1. Materials on Display at June, 1972, Workshop

Altamira: Principio del Arte. Dr. Miguel Angel Gareia Grunía. Eleanor Dimingues, Guzmán el Buene, 37, Madrid 15, Spain.

American Association of Teachers of Spanish and Portutuese membership, $8.00 per year. Include subscription to Hispania. Eugene Saviano, Secretary-Tresurer, AATSP, Wichita State University, Wichita, Kansas.

American Foreign Language Teacher (Magazine), published quarterly, $14.75 per year. American Foreign Language Teacher. P.O. Box 07300, Detroit, Michigan 48207.

Bosquejos de México y Centroámeriea. Vocolo-Miqares. Holt, Rinehart, and Winston, 383 Madison Avenue, New York, New York 10017.

Buen Humor. Editora Mina, S.A., Av. Pasco de la Reforma, Nte. No. 716, Mexico City, Mexico.

Carmencita, o la Buena Cocinera, Carmen J. Carpinell y Juan Cabané. Editorial Eugenio Subirana, S.A., Puertaferrisa 14, Entlo, Barcelona 2, Spain.

La Civilización Española, Edición Revisada, Diego Marín. Holt, Rinehart, and Winston, 383 Madison Avenue, New York, New York 10017.

Conversations in Spanish: Points of Departure, Frank Sedwick. Van Nostrand-Reinhold, 450 W. 33rd, New York, New York 10001.

Cortesía y Etiqueta Modernas. Aguilar, S.A. de Ediciones, Juan Bravo, 38, Madrid, Spain.

Cultura Hispánica: Temas Para Hablar y Escribir. D. C. HEALTH & Co., 285 Columbus Avenue, Boston, Massachusets 02116.

*Cumbres de la Civilización Española, third edition, Gloria Giner de los Rios. Holt, Rinehart, and Winston.

Escenas Mexicanas: Un Amigo del Norte, Schneider. Holt, Rinenart, and Winston.

España en Síntesis. Sue. Rivadeneyra, S.A.-P., Onésime Redondo, 26-Madrid-8, Spain.

España y los Españoles, José F. Cirre y Manuela M. Cirre. Holt, Rinehart, and Winston.

Excelsior, daily newspaper of Mexico City. Rates for Sunday edition in U.S. 1 year, $12.00; 6 months, $6.00; 3 months, $3.00. Inter-American Publications, Inc., 41 E. 42nd Street, New York, New York.

Foreign Language Annals, publication of American Council of Teachers of Foreign Language, published four times per year. $6.00 ACTFL, 62 Fifth Avenue, New York, NY 10011.

A Gesture Inventory for the Teaching of Spanish. Chilton Books, Educational Division, 525 Locust Street, Philadelphia, Pennsylvania, 19106.

Goya, Francisco Zarco Moreno. Editorial Cremadas.

Hispanoamérica Moderna, Frederick S. Richard. Harcourt, Brace, Jovanovich, 757 Third Avenue, New York, NY 10017.

La Historia De España, Contada Con Sencillez, Jose Maria Peman. Escelicer.

Historia de la Cultura en la América Hispánica, Pedro Henriques Ureña. Fondo de Cultura Económica, Av. Universidad, 975. Mexico 12, D. F.

Historia de una Escalera y las Palabras en la Arena, Antonie Buero Vallejo. Collección Teatro, No 10 Extra. Escelicer, S. A., Comandante Azcáraga, S/N-Madrid 16, Spain.

Modern Language Journal, $5.00 per year. *Modern Language Journal*, 13149 Cannes Drive, St. Louis, Missouri 63141.

Iberia, James A. Michener. Fawcett World Library, 67 W. 44th Street, New York, NY 10036.

Manual de Correspondencia Española, Mary H. Jackson. Plaza Mayor Ediciones, Apartado 50.869, Madrid.

Manual de Historia de la Civilización Española, Gloria Giner de los Ríos. Editorial Patria, S.A, Av. Uruguay 25, Apartado 784, México, D. F.

Mexican Cookbook, Erna Fergusson. Dolphin Books, Doubleday and Co., Inc., Garden City, New York.

Los Mexicanos: Síntesis de su Historia, María Velasques. Fonde de Cultura Economica, Av. de la Universidad, 975, Mexico 12, D.F.

Quinto Lango $7.00 per year. Rodale Press, Inc., 33 E. Minor Street, Emmaus, Pa. 18049.

Realm of the Incas, Vietor W. Von Hagen (Mentor Books). New American Libarary of World Literature, Inc., 501 Madison Avenue, New York, NY.

Resumen de Historia del Arte, Diego Angulo Iñguez. Gráficas Cóndor, S.A., Sanchez Pacheco, 83, Madrid 2.

*Rumbos de España, Hilarie S. Peña. Holt, Rinehart, and Winston.

Say It in Spanish, Leon J. Cohen and A. C. Rogers. Dover Publications, 180 Varick Street, New York, NY 10014.

Selecciones del Reader's Digest. Reader's Digest, Pleasantville, NY.

Spanish Made Easy, The Sandoval News Service, Inc. P.O. Box 9338, El Paso, Texas 79984.

Spanish Today (magazine), $5.00 per year. Cruzada Spanish Publications, P.O. Box 1269, Homestead, Florida 33030.

Teatro Español de Hoy, Antología 1939-1966, Fernando Diaz Plaja. Colección Teatro No 200 Extra. Talleres Gráficos Escelicer, S. A. Canarias, 38, Madrid.

Tourist information. Embassy of Spain, Information Department, 785 National Press Building, Washington, D.C.

The Traveler's Phrase Book, Lester G. Crocker, and Enrique Noble. Washington Square Press, Inc., Affiliated Publishers, Inc., 630 Fifth Avenue, New York, New York.

Tres Novelas Cortas. Tres Piezas Teatrales: Literatura Hispanoamericana del Siglo XX. Homero Castillo and Audrey G. Castillo. Holt, Rinehart, and Winston.

Una Pequeña Historia de Taxco, Castrejón-Castrejón. Hoteles Dubin: Hotel de la Borda, Hotel de la Taxco, Hotel de la Victoria.

Velasquez. Harry N. Abrams, Inc.

Visiones de Latinoamérica, Robert Phillips, Olga Márquez.

2. Classroom Materials

A. Textbooks

*Harcourt Brace and World, Inc. (Harcourt, Brace, Jovanovich), 757
Third Avenue, New York, New York 10017.

*Bantam Books, Inc., 271 Madison Avenue, NY, NY 10016.

The Center for Curriculum Development, Inc., 401 Walnut Street,
Philadelphia, Pennsylvania 19106 (Self-instructional Mini-courses)

*Chilton Books, Educational Book Division, 525 Locust Street,
Philadelphia, Pa. 19106.

D. C. Heath and Co., 285 Columbus Avenue, Boston, Mass. 02116.

Dover Publications, Inc., 180 Varick St., NY, NY 10014.

Funk and Wagnalls Co., Inc., 360 Lexington Ave., NY, NY 10017.

Ginand Co., Statler Building, Boston, Mass. 02117.

*Holt, Rinehart, and Winston, 383 Madison Ave., NY, NY 10017.

*Houghton, Mifflin Co., 2 Park St., Boston, Mass., 02107.

*The Macmillan Company, Dept. SNY, Riverside, N.J. 08075 (address
also given at 866 Third Ave., NY, NY 10022)

*McGraw Hill Book Co., 330 W. 42nd St., NY, NY 10036.

*David McKay Co., Inc., 750 Third Ave., NY, NY 10017.

*National Textbook Company, 8259 Niles Center Road, Skokie, Ill. 60076.

*Oxford University Press, 200 Madison Ave., NY, NY 10016.

*Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632.

*Scott, Foresman and Co., 433 E. Erie St., Chicago, Ill. 60611

B. Literature and Culture

Adler's Foreign Books, Inc., 162 Fifth Avenue, NY, NY 10010.

*Albert J. Phiebig, Inc, Box 352, White Plains, NY 10602.

Books of the World, Roxbury Building, Sweet Springs, MO 65351.

Continental Book Co., Inc., 42-78 Manin St., Flushing, NY 11355
(Snoopy a Casa, Adelante Charlie Brown, Hay Que Ayudarte Charlie
Brown, each $1.50, Scrabble in Spanish $6.50)

*Holt, Rinehart, and Winston, Inc., 383 Madison Avenue, NY, NY 10017.

Latin American Institute Press, Inc., 200 Park Avenue S., NY, NY.

*Librería Hispánica del Rockefeller Center, Rockefeller Center Promenade, 610 Fifth Avenue, NY, NY 10020.

The Macmillan Company, 866 Third Ave., NY, NY 10022. (Caminos: Proyecciones Hispánicas, Weber, Mendiola, Sohillen).

The Odyssey Press, New York. (Primeras Lecturas: Una Historia Incompleta, 1966)

Pocket Books, Inc., 630 Fifth Avenue, NY, NY 10020 (Pocket Library of Art, paperback editions of works of famous artists, including biographical data and reproductions.)

William T. Tandy, Publisher, 12-A Highland Park Village, Dallas, Texas 75205 (Caperucita Roja, Los Tres Osos, bilingual comedies, including tape--cassette, sheets of lyrics, playscripts, and authorization to stage the play, $15.00 each)

C. Grammar and Structure Aids

Amsco School Publications, Inc., 45 E. 17th St., NY, NY (Reviewing Spanish, First Year, Two Years, Three Years.)

Barron's Educational Series, Inc., Great Neck, NY (Spanish One Year, Two Years, Three Years)

The Bruce Publishing Co., 400 N. Broadway, Milwaukee, Wisconsin. (wall Charts)

Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio, 43216. (Graphic Spanish Grammar Charts, notebook-size grammar summaries, $1.00 less discount)

Data-Guide Inc., 154-01 Barclay Ave., Flushing, NY (grammar guide)

D.C. Heath and Co, 285 Columbus Ave., Boston, Mass. 02116. (Heath's Modern Language Wall Charts, Wall Chart of Language Laboratory Terminology for Spanish (free), Heath's Reduced Facsimiles and Spanish Word List for Modern Language Wall Charts, Heath verb blanks and verb wheels)

Language and Learning Aids, PO Box 850, Boulder, Colorado. (flash and study cards)

G. & C. Merriam Co., Springfield, Mass. (Interesting Origins of English Words - free)

Scott, Foresman and Co., 433 E Erie St., Chicago, Ill. (Vowel-Changing Patterns Chart) free

Regents Publishing Co., 200 Park Ave., S., NY, NY 10003 (Quick-change audio-drills in fundamental Spanish)

Visual Education Association, Inc., 207 S. Perry St., Dayton, Ohio.
(Vis-Ed Foreign Vocabulary Cards)

3. Audio-Visual Materials

A. General

Audio-Lingual Educational Press, 45 W. Park Ave., (Box 390) Long Beach, Long Island, NY 11560.

Educational Audio Visuals Inc., Pleasantville, NY 10570

Encyclopaedia Britannica, Educational Corp., 425 N. Michigan Ave., Chicago, Il 60611

Encopel Co., 103 Harrison St., Verona, N.J.

*Gessler Publishing Co., 110 E. 23rd St. NY, NY.

*Goldsmith's Music Shop, Language Dept., 301 E. Shore Road, Great Neck, NY 11023

Learning Arts, Box 917, Wichita, Kansas 67201 (send $1 for catalog, refunded on first order)

Lectorum Corp., 137 W. 14th St., NY, NY 10011

*National Textbook Corporation, 8259 Niles Center Road, Skokie, Ill., 60076.

*Pan-American Union, 17th and Constitution Avenue, NW, Washington, DC 20006.

Warren Scholat Productions Inc.,?

B. Pictures

Cruzada Spanish Publications, Box 387 Ojus Station, Miami, Florida.
(Spanish Poster Service, 16 posters per year, $9.75)

Educational Laboratories, 1048 Potomac Street, NW, Washington, DC

Giant Photos, Box 406, Rockford, Ill. 61105

*Hispanic Society of America, 613 W. 155th St., NY, NY 10032.

National Textbook Company.

Perfection Form Company, Logan Iowa, 51546. (2 bullfight posters, $1.75)

Spanish National Tourist Office, 589 Fifth Avenue, NY, NY

J. Weston Walch, Portland, Maine. (Posters-great Spanish men & women)

C. Tapes

Educators Progress Service, Randolph, Wisconsin. (Guide to Free Tapes, Scripts, and Records.)

EMC corporation, Department H, 180 E. 6th Street, St. Paul, Minnesota 55101. (The Sounds of Spanish, cassette and guide, $6.50)

Language Training Aids, Language Center, Boyds, Maryland.

National Education Association, Department of Audiovisual Instruction, 1201 16th Street, NY, Washington, DC 20036

*National Textbook Company.

World Tapes for Education, PO Box 15703, Dallas Texas 75215.

D. Records

Berlitz Publications, 630 Fifth Avenue, NY, NY.

Columbia Records Language Series, at music and book stores.

Cortina Academy for Language Records, 136 W 52nd St., NY, NY 10019.

Crown Publishers, Inc., 419 Park Ave., S., NY, NY 10016. (Living Spanish)

David McKay Co., Inc., 119 W. 40th St., NY, NY 10018.

Dover Publications, Inc., 180 Varick St., NY, NY 10014.

EMC Corporation, Educational Materials Division, 180 E. 16th St., St. Cloud, Minnesota 55101.

Folkways/Scholastic Records, 50 W. 44th St., NY, NY 10036.

Goldsmith's Music Shop, Inc., Language Dept., 401 W. 42nd St., NY, NY 10036.

Sam Goody, 255 W. 49th St., NY, NY.

King Karol Record Shops, 111 W. 42nd St., NY, NY.

Language Training Aids, Language Center, Boyds, Md.

Linguaphone Institute, 30 Rockefeller Plaza, NY, NY 10020

Lorraine Music Co., PO Box 4131, Long Island City, NY 11104

National Textbook Company.

Pioneer Record Sales, 701 7th Avenue, NY, NY 10036.

RCA Victor Record Division, 155 E. 24th St., NY, NY 10010. (New World Spanish)

E. Music

American Book Co., 55 Fifth Avenue, New York, NY 10003 (Canciones Hispanoamericanos, María Luisa, Muñoz)

National Textbook Co.

Pan-American Union

Silver-Burdett, Co., Morristown, NJ (Canciones Panamericanos, Songs of the Americas)

Emerson Books, Inc., 251 W. 19th St., NY, NY (Cantamos, Harry Wilson and Victor C. Neisch)

F. Slides

Escopel Co., 103 Harrison St., Verona, N.J.

Holiday Slides, Inc., 202 E. 44th St., NY, NY

Roloc, Box 1715, Washington, DC

G. Filmstrips

Educators Progress Service, Randolph, Wisconsin (Guide to Free Filmstrips)

Herbert E. Budck, Co., 324 Union St., Hackensack, NJ

H. W. Wilson Co., 950 University Avenue, NY, NY (Filmstrip Guide)

*Encyclopedia Britannica Films, Inc., 38 W. 32nd St., NY, NY

*Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, NY

*Gessler Publishing Co., 110 E. 23rd St., NY, NY

Informative Classroom Pictures, Publishers, 31 Ottawa Ave, NW Grand Rapids, Michigan

Pathescope Educational Films, Inc., 71 Weyman Ave., New Rochelle, NY 10802.

Society for Visual Education, Inc., 1345 W. Diversey Parkway, Chicago, Ill.

Stanley Bownar, Co., 513 W. 166th St., NY, NY

Young America Films, Inc., McGraw Hill Book Co., 330 W. 42nd, NY, NY

H. Movies

Branden Films, Inc., 200 W. 57th St., NY, NY

Coronet Films, 65 E. South Water St., Chicago, Ill.

Educational Film Dept., United World Films, Inc., 221 Park Ave., S.,
NY, NY 10003

Educators Progress Service, Randolph, Wisconsin (Guide to Free Films)

Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

International Business Machines Corp., 1111 Connecticut Avenue NW, Washington,
DC (Album of the Americas)

International Film Bureau, 332 S. Michigan Ave., Chicago, Ill.

Pathescope Educational Films, 71 Weyman Avenue, N. Rochelle, NY 1080

Mr. H. J. Rodriguez, Spanish Information Office for US Schools, Box 1920,
Salt Lake City, Utah 84110.

Trans-World Films, Inc. 332, S. Michigan Ave., Chicago, Ill. 60604.

Katherine Vaughn, Tidewater Christian Schools, Inc., Virginia Beach, Va.

HW Wilson Co., 950 University Ave., NY, NY (Educational Film Guide)

I. Audio-Visual Programs

AATSP, Nichota State University, Wichita Kansas 67203 (AATSP's cultural Units: 1. Spanish with a Flourish!: 35 slides on gestures, postures, and facial expressions. 2. The Life Cycle of Mexico-realia, slides, clippings, taped commentaries. 3. The Folk Arts of Mexico: folk art, slides, scripts and tapes. On loan to members for $2.00 administrative fee plus shipping of $4-8. Borrow for one week)

EMC Corporation, 180 E. Sixth St., St. Paul, Minnesota (!Vamos a Ver!, tapes, book, teachers guide)

The Macmillam Company (Invitación al Mundo Hispanico, 4 filmstrips and tapes)

4. Tourist Information

A. Airlines (write for tourist information, pictures, calendars, maps)

Aerolíneas Argentinas, 9 Rockefeller Plaza, NY, NY

Aerolíneas Peruanas, 500 Fifth Ave., NY, NY

Aeronaves de México, 13 W. 50th St., NY, NY

Aerovías Panama, 10 E. 52nd St., NY, NY

American Airlines, 633 Third Ave., NY, NY

APA Airlines (to SA), 10 E. 52nd St., NY, NY

ASA International Airlines, 220 Broadway, NY, NY

Avianca (to SA), 6 W. 49th St., NY, NY

Braniff International, Braniff Building, Dallas, Texas.

Eastern Airlines, 10 Rockefeller Plaza, NY, NY

Guest Aerovías México, 60 E. 42nd St., NY, NY

Iberia Airlines of Spain, 518 Fifth Ave., NY, NY

LACSA (National Flag Carrier of Costa Rica), 10 E. 52nd St., NY, NY

LAN-CHILE Airlines (Nicaragua), 2 E. 54th St., NY, NY

LANICA Airlines (Nicaragua), 2 E. 54th St., NY, NY

Panama Airways, 60 E. 42nd St., NY, NY

Pan American Airways, Pan Am Building, New York, NY

TAN Airlines, 500 Fifth Ave., NY, NY

Trans World Airlines, 630 Fifth Ave., NY, NY

United Airlines, 277 Park Ave., NY, NY

Varig Airlines, 634 Fifth Ave., NY, NY

VIASA (Venezuelan International Airways), 18 E. 48th St., NY, NY

B. Governmental and Diplomatic Agencies

Argentive Consulate General, 12 W. 56th St., NY, NY

Chamber of Commerce of Latin America, 29 Broadway, NY, NY

Colombia Information Service, 140 E. 57th St., NY, NY 10022

Mexican Tourist Association, Tourist Department, Mexico City, Mexico

Pan-American Union, Travel Division, 17th Street and Constitution Avenue, NW, Washington, DC

Spanish National Tourist Office, 589 Fifth Avenue, NY, NY, or 1418 Commerce Street, Dallas, Texas.

Venezuelan Information Service, 2437 California St., NW, Washington, DC

Embassy of Argentina, 1600 New Hampshire Ave NW, Washington, DC

Embassy of Bolivia, 1145 19th St. NW, Washington, DC

Embassy of Brazil, 3007 Whitehaven St., NW, Washington, DC

Embassy of Chile, 1736 Massachusetts Ave., NW, Washington DC

Embassy of Colombia, 2118 LeRoy Place, NW, Washington DC

Embassy of Costa Rica, 2112 S Street, NW, Washington, DC

Embassy of Ecuador, 2535 15th St., NW, Washington, DC

Embassy of El Salvator, 2308 California St. NW, Washington, DC

Embassy of Guatemala, 2220 R Street, NW, Washington, DC

Embassy of Hondaras, 4715 16th St., NW, Washington, DC

Embassy of Mexico, 2829 16th St., NW, Washington, DC

Embassy of Nicaragua, 1627 New Hampshire Avenue, NW, Washington, DC

Embassy of Panama, 2601 29th St. NW, Washington, DC

Embassy of Paraguay, 1825 Connectieu Avenue, NW, Washington DC

Embassy of Peru, 1320 16th St., NW, Washington, DC

Embassy of Spain, 2700 15th St., NW, Washington, DC

Embassy of Uruguay, 1918 F St., NW, Washington, DC

Embassy of Venezuela, 2445 Massachusetts Ave., NW, Washington, DC

C. Flags

Field Enterprises Educational Corporation, 510 Merchandise Mart Plaza, Chicago, Ill. (Reprint of article on flags from World Book Encyclopedia.)

National Textbook Company.

Pan-American Union.

United Nations Bookstore, United Nations, NY, NY.

D. Maps

A. J. Nystrom & Co., 3333 Elston Ave., Chicago, Ill.

Beckley-Card Co., 1900 N. Narragansett Ave., Chicago, Ill.

Escopel Co., 103 Harrison St., Verona, N.J.

Friendship Press, 475 Riverside Drive, NY, NY

Hagstrop Co., 301 Broadway, NY, NY

Iroquois Publishing Co., Syracuse, NY

National Geographic Society, School Services Division, 17th and M Streets NW, Washington, DC

National Textbook Company.

Scandinavian Airlines system, 138-02 Queens Voulevard, Jamaica, NY

Scott, Foresman and Co., 433 E. Erie St., Chicago, Ill. (free map with Spain on one side and South America on the other)

Standard Oil Co. of N.J., Touring Service, 15 W. 51st Street, NY, NY

Trans World Airlines, 630 Fifth Ave., NY, NY

E. Tourist Literature

Aboard and Abroad: Complete Travel Guide to Europe, Revised annually. J.B. Lippincolt Co., Philadelphia, Pa.

All the Best in South America, 2 vols: East Coast and West Coast. Dodd, Mead, and Co., NY, NY

Complete Reference Guide to Spain and Portugal, revised periodically. Pan American Airways, Pan Am Building, NY, NY

Europe on $5 a Day, revised annually. Arthur Frommer, Inc., NY, NY

Fodor's Guide to Europe, Fodor's Guide to South America, revised annually.
David McKay Co., Inc., 750 Third Ave., NY, NY 10017

Fielding's Guide to Europe, revised annually, Fielding Publications, NY

Let's Go: The Student's Guide to Europe, Harvard Student Agencies, Inc.
Cambridge, Massachusetts.

Mexico on $5 a Day, revised annually. Arthur Frommer, NY, NY.

New Horizons World Guide, revised periodically. Pan-American Airways, NY

A Pocket Guide to Spain. US Government Printing Office, Washington, DC

The South America Book, The Caribbean Book, The Mexico Book.
Miss Nancy Graham, American Express Fulfillment Center, PO Box 800,
Farmingdale, NY 11735

South America on $5 a Day, Arthur Frommer, Inc., NY, NY

Travel Tips for Spain, revised periodically. Trans World Airways, NY

5. Pen Pals

The League of Friendship, Box 509, Mount Vernon, Ohio 43050

International Youth Service, 20100 Turku, Finland (60¢ per name)

Letters Abroad, 209 E Fifth Street, NY, NY 10022

Oficina Nacional de Correspondencia Escolar (ONCE), Harley D. Oberhelman
Director, Department of Foreigh Languages, Texas Technological College
Lubboek, Texas 79409

Dr. Carey S. Crantford, Director, ONCE, Furman University, Greenville,
S. Carolina 29613

Pen Pals, 40 Mount Vernon Street, Boston, Mass. 02108

Student Letter Exchange, Waseca, Minn. 56093

The Voicespondence Club, Noel, Va., 23047 (tape pals)

World Pen Pals, World Affairs Center, University of Minnesota, Minneapolis,
Minn., 55455 Miss Virginia Stevens, Exec. Sec.

6. Periodicals

ABC, Serrane 61, Mardid.

American Education Publications, Education Center, Columbus, Ohio 43216
Chispa, 8 issues $1.50, *Adelante*, $2.00, *Lazarillo*, $2.50.

Cruzada Spanish Publications, PO Box 1269, Homestead, Fla. 33030
Summer Fun en Español, $1.50.

Inter-American Publications, Inc., 41 E. 42nd St., NY, NY
Escelsior, Sunday paper 3 mos. $3, 6 mos $6, 1 yr. $12.

National Textbook Corp. *La Luz*.

The Odyssey Press, 55 Fifth Ave., NY, NY *El Ecc*

Rodale Press Inc., 33 E. Manor St., Emmaus, Pa 18049
Quinto Lingo, $7 annually.

Scholastic Foreign Language Service, 902 Sylvan Avenue, Englewood Cliffs, NJ *?Qué Tal?, El Sol, Hoy Día*.

7. Professional Organizations and publications

American Association of Teachers of Spanish and Portuguese. Eugene Savaiano, Secretary-Treasurer, Wichita State University, Wichita, Kansas, 67208.

American Council on the Teaching of Foreign Languages, 62 Fifth Avenue, NY, NY 10011. *Foreign Language Annals, Accent on ACTFL*. $10/year.

The Center for Applied Linguistics of the Modern Language Association of America. 1755 Massachusetts Avenue, NW, Washington, DC *The Linguistic Reporter*.

Chilton-Didier Foreign Language Newsletter. $1 per year. Office of the Director, Center for Curriculum Development, c/o Chilton Books, 401 Walnut Street, Philadelphia, Pa. 19106

Completed Research Studies and Instructional Materials in Modern Foreign Languages, 1965. US Govt. Printing Office, Wash., DC

Department of Foreign Languages, National Education Association, 1201 16th St. NW, Washington, DC 20036. *DFL Bulletin*, *DFL News and Notes*.

Educational Media Index, Vol. 6, Foreign Languages. McGraw Hill Book Co., NY, NY.

Foreign Language Learning: A Psycholinguistic Analysis of the Issues. Newbury House.

Hispanic Review, published quarterly, $9.50. Logan Hall, Box 1, Univ. of Pa., Philadelphia, Pa. 19104

Individualizing Foreign Language Instruction (Proceedings of the Stanford Conference) Newbury House Publishers, 68 Middle Road, Rowley Massachusetts 01969.

Language Learning: A Journal of Applied Linguistics, 2001 N. University Building, Ann Arbor, Michigan 48104.

Language Teacher's Notebook, free. Scott, Foresman and Co., 433 F. Erie St., Chicago, Ill. 60611.

The McCluer Plan (Ferguson-Florissant School District). Innovative Curricula, Inc., PO Box 273, Florissant, MO 63032.

*Publications of the Modern Language Association (PMLA), Modern Language Association of America, 62 Fifth Avenue, NY, NY 10011

MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools. Modern Language Association--ACTFL, Materials Center, 62 Fifth Avenue, NY, NY 10011.

Supplement for above, same address.

Modern Language Journal, $6 a year. National Federation of Modern Language Teachers Associations, Inc., Wallace J. Klein, Business Manager, 13149 Cannes Drive, St. Louis, MO 63141

Pan American World Airways Teacher, Educational Director, Pan Am Building, NY, NY

Progress of Public Education in the US - Spanish He 5.210:10005-70D S/N 1780 - 0818 75¢ Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pa. 19120

Publications of Interest to Teachers of Modern Foreign Languages Modern Language Association, 62 Fifth Ave., NY, NY 10011

Selective Guide to the Accuisition of Audio-lingual and Related Materials Useful in Teaching Modern Foreign Languages in the "New Key" Chilton Company, Book Division.

The Service Bureau for Modern Language Teachers, Teachers College, Emporia, Kansas. Mimeographed bulletins pertaining to the teaching of foreign languages.

Source Materials for Secondary School Teachers of Foreign Languages 25¢ US Govt. Printing Office, Washington, DC

Source Materials for Teachers of Foreign Language, NEA Materials Center, 1201 16th St., Washington, DC

Successful Devices in the Teaching of Foreign Language, J. Weston Walch, Portland, Maine.

The Teaching of Foreign Language, Prentice-Hall, Englewood Cliffs, NJ

8. Miscellaneous

Gimbel's, 33rd St. and Broadwa, NY, NY (stamps and stamp albums)

Grosset and Dunlap, Inc., 51 Madison, Ave., NY, NY (stamps)

Language Training Aids, Language Center, Boyds, Maryland (Assorted realia)

Latin-American Cooking, Time-Life Books, NY, NY

Mexico's Cuisine, Pemex Travel Club, Av. Juarez, No. 89, Mexico 1, DF

Pan-American Union, 17th and Constitution Ave., NW, Washington, DC (stamps)

Realia Ltd., 302 S Croton Ave., New Castle, Pa. 16101. (Realia kits)

Twenty-One Latin Meals, Pan-American Union

Spanish Club Manual, National Textbook, Company.

Spanish-language folder describing the Statue of Liberty. Superintendent, Statue of Liberty National Monument, 26 Wall Street, NY, NY 10005

FIELD TRIP SITES and GUEST SPEAKERS

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Adco	900 W. Main Sedalia, MO	Dr. Alexander	826-3300	Yes	1-6	9-12	No
Allstate Insurance Co.	4800 E. 63rd Kansas City, MO	Mr. John Irish	333-6800	Yes	20	11-16	No
American Electrical Industries	Highway 50 Sedalia, MO	Mr. Russ Woodyard	827-1712	Yes	30	6-12	Yes
Archias Floral Co.	4th & Park Sedalia, MO	Mr. Don King	826-4000	Yes	20	K-12	Yes
Artist	203 N. Jefferson Sedalia, MO	Ms. Thelma Hansen	886-8464	No	0	7-12	Yes
Attorney at Law	Cole Camp, MO	Mr. Pete Stelling	668-4858	No	0	0	Yes
Attorney at Law	Warsaw, MO	Mr. Edwin F. Brady	438-5116	Yes	4-5	9-12	Yes
Attorney at Law	Farmer's Savings Bank Marshall, MO	Mr. Larry McClure	886-6986	No	0	7-12	Yes
Ault's Skelly Station	1570 S. Kentucky Marshall, MO	Mr. Bob Ault	886-6792	No	0	7-12	No
B & E Market	1701 S. Kentucky Marshall, MO	Mr. Jim Dick	886-2188	Yes	30	3-12	No
Banges	78 S. Jefferson Marshall, MO	Ms. Dolly Kiser	886-3716	No	0	7-12	Yes
Banquet Foods	253 W. Marion St. Marshall, MO	Mr. Caton Martin	886-3301	Yes	20	4-9	Possibly
Benton County Enterprise	Warsaw, MO	Mr. Mahlon White	438-6312	Yes	4-5	9-12	Possibly
Benton County R-I School	Cole Camp, MO	Mr. Vergil Oglevie	668-4427	No	0	0	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Benton County R-IX	Warsaw, MO	Dr. John Boise	438-7351	No	0	8-10	Yes
Benton County Sheriff's Dept.	Warsaw, MO	Mr. Robert Boeshears	438-5252	Yes	5-6	9-10	Yes
Binghams Super Saver	La Monte, MO	Mrs. Bingham	347-5426	No	0	0	No
Body Shop	Cole Camp, MO	Mr. David Luetjen	668-3155	Yes	2-4	9-10	No
Bohling Grocery	Cole Camp, MO	Mr. E. G. Bohling		No	0	0	Possibly
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibly
Borchers & Heimsoth	Cole Camp, MO	Mr. Ervin Borchers	668-4923	No	0	0	No
Bothwell Hospital Physical Therapy	Sedalia, MO	Ms. Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	Sedalia, MO	Ms. Marie Nicholson	826-8833	Yes	20	12-16	No
Breech Academy - TWA	6300 Lamar Avenue Mission, KS	Ms. Mickey Holiday	842-4000	Yes	20	11-16	Yes
Brick Mason	RFD 3 Warsaw, MO	Mr. Lee Slavens	438-5360	No	0	0	Possibly
Broadway Car Wash	310 W. Broadway Sedalia, MO	Mr. Dale Arms	826-0375	Yes	25-30	1-12	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Ms. Edith Simons	827-0404	Yes	Large	K-14	Possibly
Brown, McCloskey, Buckley	309 E. 5th St. Sedalia, MO	Ms. Mabel Glenn	826-7373	No	0	0	No
Business Mens Assurance	BMS Building Kansas City, MO	Ms. Almeta Wilcher	753-8000	Yes	20	11-16	No

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
C-B Shop	Cole Camp, MO	Mr. Dave Wordeman		Yes	4	9-12	No
C. W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
Cablevision, Inc.	600 S. Osage Sedalia, MO	Mr. Lynn Harrison	826-0933	Yes	20	5-9	Possibly
Cargill Incorporated	Marshall, MO	Mr. Jack Hartwick	886-7473	Yes	20-25	9	Possibly
Cargill Nutrena Feeds	Smithton, MO	Mr. Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Cash U. S. Super	Cole Camp, MO	Mr. Jim Cash	668-3700	Possibly	0	0	No
City Offices	214 N. Lafayette Marshall, MO	Mr. Ron Collins	886-2226	No	0	7-12	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Mr. Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Clay Mead Furniture	Highway 65 Marshall, MO	Ms. Kay Perkins	886-5354	No	0	7-12	Yes
Coffman's Marina	Highway 65 South Sedalia, MO	Mr. John Smith	827-3692	Yes	1-6	9-12	No
Commerce Bank	10th & Walnut Kansas City, MO	Mr. John Wells	234-2000	Yes	20	11-16	No
Consumers Supermarket	Hancock & Broadway Sedalia, MO	Mr. Bill Smillie	827-3190	Yes	15	K-12	Yes
Courts Lawn and Garden	Marshall, MO	Mr. Delford Thompson	886-5000	No	0	7-12	Yes
Creasy's Insurance Agency	Warsaw, MO	Mr. Gordon Creasy	438-5621	No	0	0	Yes
Dala's Boutique	Tipton, MO	Ms. Dala Yantz	433-2626	No	0	0	Yes
Day Care	321 W. Second Sedalia, MO	Mrs. Zimmerschied	826-5040	Yes	1 a day	0	Yes

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DeKalb Ag. Research	Marshall, MO	Mr. Don Wert	886-7438	Yes	10-40	5-9	Possibly
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Deluxe Cafe	Cole Camp, MO	Ms. Marie Musser	668-4521	Yes	2-4	9-10	Yes
Democrat News	Marshall, MO	Mr. Jerry Arnett	886-2233	Yes	25	7-9	Yes
Dentist	Warsaw, MO	Dr. Shepardson	438-5421	No	0	0	Possibly
Dentist	1810 W. 11th Sedalia, MO	Dr. Robert Vit	826-5445	No	0	K-12	No
Dentist	Cole Camp, MO	Dr. D. V. Reimsnitter	668-3312	Yes	4-6	9-12	Possibly
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6633	Yes	5 at a time, 40 maximum	7-12	Yes
Don's Dive Shop	3312 S. Highway 65 Sedalia, MO	Mr. Don Kabler	826-4681	No	0	8-12	Yes
Don's Welding	Highway 65 South Sedalia, MO	Mr. Don Carr	826-7310	Yes	1-10	8-12	No
Duke Manufacturing	Main & Duke Road Sedalia, MO	Mr. Ivan Stuart	827-2661	Yes	10	4-12	No
Durham Chevrolet	Warsaw, MO	Mr. Floyd Durham	438-5133	Yes	10	8-12	Yes
Eckhoff Clothing	Cole Camp, MO	Mr. Raymond Eckhoff	668-4707	Yes	4	9-12	No
Essers	18 S. Jefferson Marshall, MO	Mr. David Esser	886-2107	No	0	7-12	Yes
Estes' 66 Station	Warsaw, MO	Mr. Gary Estes	438-6022	No	0	0	Possibly
Farmer's Bank of Lincoln	Lincoln, MO	Mr. Karl Kroenke	547-3311	Yes	4-5	9-12	Possibly
Farmer's Insurance	1806 W. 11th Sedalia, MO	Mr. Newby	827-0122	Yes	1-5	9-12	Possibly

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Fire Station	211 S. Kentucky Sedalia, MO	Mr. Jabas	826-8044	Yes	1-15	0	Possibly
Flat Creek Vet. Hosp.	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Gambles	2 S. Jefferson Marshall, MO	Mr. Norvelle Brown	886-6823	No	0	7-12	Yes
Bill Greer Body Shop	Main Street Sedalia, MO	Mr. Orval Burd	827-2162	Yes	5	10-12	No
Hallmark	25th & McGee Kansas City, MO	Ms. Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Harris & Reid	Farmer's Savings Bank Marshall, MO	Mr. Mike Reid	886-5544	No	0	7-12	Yes
Heinzler Bros. Welding	Marshall, MO	Mr. Frank Heinzler	886-7775	Yes	20-25	7-9	No
Holiday Inn	32nd & Limit Sedalia, MO	Mr. Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibly
Home Lumber	207 E. North Marshall, MO	Mr. Roland Wood	886-3342	No	0	7-12	Yes
Horse Racing	P.O. Box 951 Sedalia, MO	Mr. Anderson	826-7114	Yes	1-10	9-12	Possibly
Howard Construction	1509 N. Ohio Sedalia, MO	Mr. Olen Howard	826-5750	Yes	5-15	8-12	No
Hurtt's Pharmacy	504 W. 16th Sedalia, MO	Mr. Hurtt	826-2872	Yes	1-10	8-12	Possibly
IBEW Local 814 Credit Union	2111 W. Broadway Sedalia, MO	Ms. June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibly
IGA	2402 W. Broadway Sedalia, MO	Mr. Ralph Huff	827-1452	Yes	25	K-12	Yes

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Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Mr. Firman Boul	826-4800	Yes	25	7-12	Yes
J & J's	1421 S. Limit Sedalia, MO	Mr. Jack Smith	827-2485	No	0	0	Possibly
Jack Couts' Running Quarter Horses	Mo. State Fair Grounds Sedalia, MO	Ms. Tina Brown	826-1135	Yes	5-10	K-12	No
Jim's [illegible]en Center	1000 W. Main Sedalia, MO	Mr. James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Mr. Ray Thompson Mr. Paul Johnson	827-2326	Yes	15-20	7-12	Yes
KDRO Radio	West Highway 50 Sedalia, MO	Mr. Herb Brandes	826-5005	Yes	15	K-12	Possibly
Keeharts	Marshall, MO	Ms. Alice Alexander	886-5611	No	0	7-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Mr. Bill Cline	826-2500	Yes	15	K-12	Possibly
Kings Court	Marshall, MO	Mr. Bill Coman	886-5444	Yes	15	7-12	No
KMMO-KMFL	Highway 65 North Marshall, MO	Mr. Harold Douglas Mr. Jim Athon Mr. Jack Abdon	886-7422	No	0	7-12	Yes
KMOS TV Station	2100 W. Broadway Sedalia, MO	Mr. Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	North 65 Highway Sedalia, MO	Mr. Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	2800 W. Main Sedalia, MO	Mr. Bob Cook	826-0522	No	0	0	Yes

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Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth Sedalia, MO	Mr. Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2 Sedalia, MO	Mr. LeRoy Young	826-6762	Yes	20	7-16	No
Lee's Studio	20 S. Jefferson Marshall, MO	Mr. Lee Beardon	886-7313	No	0	7-12	Yes
Lifeguard	2401 W. Second Sedalia, MO	Ms. Diane Cordry	826-7719	No	1-15	8-10	Yes
Lincoln New Era Newspaper	Lincoln, MO	Mr. George Williams	547-3800	Yes	Inquire	Inquire	Possibly
Locker Plant	Hughesville, MO	Mr. Bill Wheeler	826-8630	Yes	10-15	1-12	Yes
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Magistrate Judge--Pettis County	901 S. Vermont Sedalia, MO	Ms. Hazel Palmer	826-8816	No	0	11-12	Yes
Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Mr. Leo Hayob	886-7464	No	0	7-12	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Ms. Juanita Dametz	886-7177	Yes	20	7-9	Yes
Marshall Police	Arrow Street Marshall, MO	Mr. Gerald Stone	886-7411	Yes	15-20	1-12	Yes
Marshall Public Schools	565 S. Odell Marshall, MO	Dr. John Payne	886-2244	Yes	20-30	7-12	Yes
Martin Lumber	Hughesville, MO	Mr. Con Scott	826-7556	No	0	0	No
Mattingly's Variety Store	218 S. Ohio Sedalia, MO	Mr. Bill Stratton	826-5270	Yes	20	7-12	Possibly

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Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Ms. Sandra Boul	826-6430	No	0	11-16	Yes
MFA Elevator	Cole Camp, MO	Mr. Ed Schnakenberg	668-3231	Yes	6-8	9-10	Possibly
MFA Grocery	Lincoln, MO	Mr. Joe McKnight	547-3621	No	0	0	Yes
MFA Implement	Lincoln, MO	Mr. Clarence Frisch	547-3318	Yes	4	9-12	No
MFA Insurance	1817 W. Broadway Columbia, MO	Mr. Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Mr. Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri Pacific Railroad	210 N. 13th St. St. Louis, MO	Mr. D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly
Missouri State Bank	917 S. Limit Sedalia, MO	Mr. William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111 Sedalia, MO	Ms. Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Missouri Valley College	Marshall, MO	Mr. Ed Leslie	886-6924	No	0	9-12	Yes
Model Cleaners	Warsaw, MO	Mr. Richard Kingma	438-5831	Yes	20	K-12	No
Ollison's Garage	2809 E. 12th Sedalia, MO	Mr. Keith Ollison	826-4077	No	0	0	Yes
Otten Truckline	Cole Camp, MO	Mr. Pete Otten	668-3112	No	0	0	Yes
Patricia Stephens Modeling Finishing School	4638 Nichols Parkway Kansas City, MO	Ms. Sue Peterson	531-5866	Yes	60	7-12	Yes
Pepsi-Cola Bottling Co.	Sedalia, MO	Mr. W. C. Ream	826-8144	Yes	30	4-9	Possibly

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Pettis County Ambulance	626 E. Fifth Sedalia, MO	Mr. Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Ms. Phyllis Templeton	668-3750	Yes	6	9-12	No
Pittsburgh Corning	16th & Missouri Pacific Spur Sedalia, MO	Ms. Rita Kenney	826-4660	No	0	0	No
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Post Office	405 E. Fifth Sedalia, MO	Mr. Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Quality Body Shop	501 N. Park Sedalia, MO	Mr. Bill Utz	826-2126	Yes	1-10	8-12	No
Rainbow Radio & TV	Lincoln, MO	Mr. Rainbow	547-3317	Yes	4	9-12	No
Ramada Inn	3501 W. Broadway Sedalia, MO	Mr. Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Reinhart Fajen, Inc.	Warsaw, MO	Ms. Eloise Atkins	438-5111	Yes	8-10	9-12	Possibly
Rest Haven Retirement Home	1800 S. Ingram Sedalia, MO		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Possibly
Rick's Body Shop	R. R. #2 Sedalia, MO	Mr. Rick Geer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing Co.	16th & Lamine Sedalia, MO	Mr. Jim Houchen	826-6600	Yes	15	4-12	Yes

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Rival Manufacturing Co.	Miller's Park Plaza Sedalia, MO	Ms. Nyra Price	827-3860	No	0	0	Yes
Rose & Buckner	72 N. Jefferson Marshall, MO	Mr. Bob Rose	886-2002	Yes	15-20	7-12	Yes
Russell Brothers	Marshall, MO	Mr. Casey Kotowiez	886-7340	No	0	7-12	Yes
Russell Brothers	214 S. Ohio Sedalia, MO	Mr. Bob Johnson	826-5154	Yes	1-10	8-12	No
Scott's Jewelry	East Highway 7 Marshall, MO	Mr. Scott	438-5700	No	0	0	Possibly
Sears	110 W. Third Sedalia, MO	Mr. Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Mr. Larry McRoy	827-1990	Yes	10-15	9-12	Yes
Sedalia Democrat-Capital	700 S. Massachusetts Sedalia, MO	Mr. Don Keller	826-1000	Yes	15	K-16	No
Sedalia Implement Co.	2205 S. Limit Sedalia, MO	Mr. John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia Memorial Airport	East Highway 50 Sedalia, MO	Mr. James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police Department	3rd & Osage Sedalia, MO	Mr. Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Water Department	111 W. Fourth Sedalia, MO	Mr. C. H. Taylor	826-1234	Yes	15	6-9	Possibly
Sheriff's Department	Warsaw, MO	Mr. Bob Breshears	438-5252	No	0	0	No

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Paul Shinn Oil Company	RFD 3 Warsaw, MO	Mr. Paul Shinn	438-5013	No	0	0	No
Sho-Me Stables	State Fair Grounds Sedalia, MO	Ms. Elaine Knight	827-2243	Yes	5-10	K-12	No
Sound Shop	1716 W. Ninth Sedalia, MO	Mr. Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. 5th St. Sedalia, MO	Mr. Bob Johnson	826-9800	Yes	25	K-12	Yes
Sowers' Horses	Callis Stables Sedalia, MO	Ms. Susan Sowers	827-1778	Yes	5-10	8-12	Yes
Stan's TV	P.O. Box 856, Rt. 2 Warsaw, MO	Mr. Stan Johnson	438-6859	No	1	9-10	Yes
State Fair Community College	1900 Clarendon Road Sedalia, MO	Mr. Fred Davis	826-7100	Yes Check with Betty Blackwell	5-10	9-12	Yes
State Fair Riding Academy	Route 3 Sedalia, MO	Ms. Faith Lovell	826-9767	Yes	1-5	8-12	No
T & O Phosphate	Hughesville, MO	Mr. Larry Owen	826-1813	No	0	0	No
The Craft Shop	318 S. Ohio Sedalia, MO	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
The Dog House	116 W. 16th Sedalia, MO	Mr. Antoine	827-1941	Yes	1-10	8-12	No
Third National Bank	301 S. Ohio Sedalia, MO	Mr. Bob McDonald	826-0611	Yes	30-40	6-9	Possibly
Town and Country Shoes	201 N. Missouri Sedalia, MO	Mr. Charles Rayl Mr. Ken Grott	826-4490	Yes	Small	K-12	Yes

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Tullis Hall Dairy Co.	541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Mr. Ray Arth	886-3033	Yes	25	7-8	Yes
Unitog	Warsaw, MO	Mr. Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Verl's Amoco Service	1801 W. Broadway Sedalia, MO	Mr. Verl Schnepf	827-0040	Yes	1-10	8-12	No
Veterinary	Cole Camp, MO	Dr. Taylor	668-4523	No	0	0	No
Viebrocks Welding	Cole Camp, MO	Mr. Harold Viebrock	668-3233	Yes			No
Vogue Styles	22 Jefferson Marshall, MO	Mrs. Howell	886-6161	No	0	7-12	Yes
261 W-K Chevrolet Garage	Cole Camp, MO	Mr. Vern Dean	668-4421	Yes	4-6	9-12	Possibly
Walker Publishing Co.	2016 W. Main Sedalia, MO	Mr. Mark Kitch	826-8200	Yes	15	5-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Warsaw Auto Supply	Warsaw, MO	Mr. Stan Intelman	438-7321	Yes	Small	1-14	No
Warsaw Sewing Center	Warsaw, MO	Mr. Jerome Kelly Mr. Donald Prunty	438-6919	Yes	6	8-12	Possibly
Warsaw Veterinary Clinic	Warsaw, MO	Dr. N. V. Roff	438-7333	Yes	8	8-12	Yes
WESCEMO, Inc.	651 E. 14th Sedalia, MO	Mr. Steve Laslo	827-3760	No	0	8-12	Yes
Western Auto	Jefferson & Morgan Marshall, MO	Mr. Gerald Leach	886-6813	No	0	7-12	No
Wilken Music	Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes

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Williams Press	Cole Camp, MO	Mr. George Williams	668-4418 547-3911	Yes	4-6	9-12	Possibly
Wilson's Company, Inc.	Box 340 Marshall, MO	Mr. Don Nutten	886-5522	Possibly	12	7-12	Possibly
Wood & Huston Bank	27 North Street Marshall, MO	Mr. Mitchell	886-5575	Yes	25	7-9	Yes
Yeager's Cycle Sales	3001 S. Limit Sedalia, MO	Mr. Rick Yeager	826-2925	Yes	1-15	8-12	No
Yost Chevrolet	Odell Avenue Marshall, MO	Mr. Ken Yost	886-3348	No	0	7-12	Yes